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ABSTRACT

This guide summarizes the twelve programs of the television series, "On the Level," designed for viewing by adolescents, and includes followup discussion questions and activities to help students work through the issues of maturity through social and personal growth. The 12 programs, which dramatize common teenage concerns about love, stress, conflict, changing relationships with family and friends, interactions of various aspects of the self, and physical health, are presented through a program summary, background information, outcomes, activities, discussion questions, and resources. (Author/JAC)

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# Guide to ON THE LEVEL

**A video series for fourteen-to-seventeen-year-olds on emotional and social growth and the interaction of emotional and physical health. The project includes twelve 15-minute programs, this guide, and related materials.**

This guide was created under the editorial supervision of AIT.

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## FOREWORD

The television series, ON THE LEVEL, is designed for viewing by fourteen to seventeen-year olds. It is made available to New York State viewers as the result of a unique cooperative effort. Almost all of the New York State Public Broadcasting stations and the Regents Research (TV) Fund have contributed financial support for the use of these twelve programs. The series focuses on emotional and social growth, and the interaction of emotional and physical health. It was produced by the Agency for Instructional Television.

The New York State Education Department, through the Bureau of Mass Communications will make the series available through its duplication and distribution service to the schools of the State upon request. The public broadcasting stations have arranged for the series available to them through the New York network. Copies of this guide are distributed by the Bureau. For the young viewer of the State of New York, a consortium of financial and administrative resources makes possible the distribution of this outstanding television series developed by some thirty-two State and provincial education agencies.

Bernarr Cooper
Chief
Bureau of Mass Communications

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# To the Teacher or Leader

"On the Level" is designed to help young people understand what is happening to them as they grow up and to encourage their active participation in the hard work of adolescence—reaching maturity through social and personal growth.

The twelve programs dramatize common teenage concerns like love, stress, conflict, and changing relationships with family and friends. The problem situations stimulate reflection and discussion about alternative courses of action for different individuals: the many approaches to problems, the many solutions. Programs objectify personal experiences and feelings so that you and your students can analyze and discuss them with no threats to individual privacy.

Programs show the interactions of different aspects of the self—emotional, physical, intellectual, social. *Look especially for the physical health implications that have been built into each of the programs.* For example, Brad has an upset stomach, sweaty palms, and shortness of breath because of stress at work, school, and home. David's preoccupation with his feelings result in a threat to his personal safety. A program-by-program description of the health implications for "On the Level" is in the chart that begins on the following page.

Although each program is an independent unit, a recommended sequence for use is that reflected in the "Contents" of this guide.

### THE GUIDE

This guide includes a treatment for each of the twelve programs. There are program summaries and background information on the main topics. "Before the Program" offers suggestions for focusing the students' thoughts on what they are about to see. "After the Program" provides follow-up discussion questions and activities. Each program section concludes with a short listing of relevant books and articles.

A resource guide to agencies in the community that can assist with a variety of problems is located on the inside back cover.

In all the group discussions and activities that are such an important part of "On the Level," every effort should be made to protect the privacy of individuals and their families. Reminders about this appear throughout the guide.

As a leader of "On the Level" you will not be expected to have all the answers. Instead, you will work together with the programs and the guide to give students the opportunity to think through these vital health issues in a logical way. The hope is that, given this opportunity, students will grow toward a healthy balance and a more mature understanding of themselves.

### GETTING STARTED

The first of the reproducible activities in the back of this book is a good introduction to "On the Level" for your students. The results of it can be worthwhile to you in planning the lessons. Here are some suggestions for using the activity:

- Tell the students in advance that you plan to use their completed activity sheets in planning the program lessons. If you do this, they will give the activity more serious consideration.
- Provide the students with a brief explanation of each of the program topics before asking them to complete the activity sheet. This will make the list of topics more meaningful to them.
- Have the students complete this activity anonymously so that they feel as free as possible to express their thoughts or concerns.

#### The Audio Series

The "On the Level" audio series, which contains alternate endings for each program, may be used along with the video. (See "Related Materials" on the back cover for more information.) Here are some hints for using an audio program after students have seen the video:

1. Discuss other possible endings for the program before the students hear the audio version.
2. Have the group listen to the first alternate ending. Follow this with a discussion comparing this "new" ending with the television/film program that they viewed earlier. Encourage the participants to be as specific as possible about the advantages and disadvantages of each ending for each of the characters. Ask them to discuss which ending is more like real life and why. (The group may decide that both endings are equal in this regard.)
3. Repeat step number two for the next ending.
4. Divide the class into groups of three or four. Have each group decide on a final ending that everyone in the group can live with.

## Major Health Implications for ON THE LEVEL

| Health Dimensions | DEALING WITH CONFLICT | CHANGING FAMILY RELATIONSHIPS | DEVELOPING SELF-CONCEPT | COPING WITH STRESS | PEER GROUP MEMBERSHIP | FRIENDSHIP |
|---|---|---|---|---|---|---|
| PHYSICAL | Learning how to deal with conflict can prevent the disruption of good health habits such as proper rest and diet.<br>Being able to deal with conflict can prevent destructive levels of tension. | Physical development in adolescence often prompts a new parent-child relationship, for example, in the area of discipline.<br>The ability to get along with members of the family can prevent levels of tension that can cause physical problems. | Being preoccupied with who you are may interfere with good health habits such as proper rest and diet.<br>Understanding and accepting the physical changes of adolescence will have a great influence on self-concept. | Learning how to cope with stress can prevent illness.<br>It is important to be aware of personal physical responses to stress. | Fitness and the development of physical competencies can be necessary for one's acceptance by a group.<br>A physical condition or handicap can create a sense of alienation from peers. | The adolescent's physical health is often affected by friends' health behaviors, such as eating practices, physical activities, nonuse or use of tobacco, alcohol, or other drugs. |
| SOCIAL | Internal conflict may influence the way a person behaves in social situations.<br>Conflict can place people who care for each other in opposition, making it difficult for them to help each other. | The success or failure of the adolescent to work out a new relationship with parents will have a great impact on social growth. | Sometimes it is necessary to withdraw from social interaction to spend time thinking about who you are.<br>Seeking out others whose opinions and ideas are valued can help you understand yourself. | It is important to be aware that people under stress may be 1) less responsive to the needs of others, 2) less capable of maintaining meaningful relationships, and 3) more likely to do things that are socially inappropriate. | The peer group provides social support, activities, and a sense of group power.<br>Each person must learn to accept the consequences of pursuing individual goals in the face of group resistance. | Having meaningful and satisfying friendships greatly enhances social growth.<br>Friendship means accepting each other even though you may not always agree. |
| EMOTIONAL | A person may be in conflict within him/herself about how to handle strong feelings. Feelings of anger, for example, may lead to guilt if anger is unacceptable to the person.<br>Feelings associated with conflict are often unpleasant. One must be able to acknowledge and experience unpleasant feelings to deal effectively with conflict. | It is essential that adolescents learn how to communicate their feelings to family members in an acceptable way. | Adolescents should be aware that it is natural to experience strong feelings about personal identity, including confusion, anxiety, and enthusiasm. | It is helpful for adolescents to know that uncertainty leads to anxiety and that this in turn seems to increase the experience of stress.<br>It is important to know that emotions are an excellent signaling system to alert the person to possible threat. | The peer group is a supportive context for the expression of caring feelings.<br>Fears of social rejection or social isolation are strong factors in promoting social compliance. | Adolescents need to understand and accept the negative as well as the positive feelings generated by friends. |
| INTELLECTUAL | Once one understands a conflict situation, one may develop alternative ways of responding to it, based on possible consequences of different courses of action. | Working out a more mature relationship with parents requires understanding of one's self and one's parents in more complete ways. | Having a more clearly defined self-concept will help you make better life choices. | Successful efforts to cope with stress bring new competencies and a new personal control.<br>It is possible to use thinking, fantasizing, and reasoning to reduce the intensity of stress. | It is important that adolescents learn how to balance the need for being themselves and for being accepted by the group. | Each person must determine for him/herself what a good friend is.<br>It is important to understand that the criteria for friendship change as you change. |

| LOVE | PREJUDICE | ALONE vs. LONELY | ACCEPTING FEELINGS | CAREER ASPIRATIONS | THINKING |
|---|---|---|---|---|---|
| It is helpful for adolescents to understand the physical reactions that occur when one is in love.<br>Being in love can lead to behavior that is unhealthy, such as poor eating or sleeping patterns. | People who are the target of prejudice often develop feelings of self doubt or low esteem that can result in negative health behaviors, such as drug abuse or fights with the prejudiced person. | Learning how to cope with lonely feelings prevents or reduces the fear and anxiety associated with loneliness—anxiety that can result in physical health problems.<br>When time alone is planned it can be used to improve one's physical health. | Inability to concentrate because of preoccupation with strong feelings may interfere with personal safety.<br>The ability to express feelings can prevent levels of tension that can cause physical problems.<br>Sexual development is a major source of strong and confusing feelings for adolescents. | Every career has its physical demands and potential risks to one's health. It is important to learn how to take steps to reduce these risks. | One product of physical maturation in adolescence is the emergence of new skills for abstract thought and logical reasoning.<br>Adolescents can plan and choose activities that will enhance their physical health based on information, hypothesis generating, and hypothesis testing. |
| Adolescents should be aware that a love relationship involves enhancing the social well-being of each—for example, by being open with one another and accepting each other's friends.<br>Love is a giving, social relationship. | Prejudice can stunt social growth for both the target of the prejudice and the prejudiced person.<br>Adolescents are likely to need help in handling social situations in which they are the target of prejudice. | Learning to be comfortable with ourselves when we are alone is important.<br>It is important for adolescents to be aware that time away from social contact can be enjoyable and beneficial. | One must learn how to express feelings to others and, when appropriate, to hold back from expressing feelings.<br>It is necessary to appreciate the impact that expressing feelings may have on others. | The ability to get along with others is important in the world of work. | Many adolescent thoughts are devoted to understanding social relationships.<br>Adolescents often need help in handling peer ridicule directed at them for displaying intellectual powers. |
| Adolescents should be aware that there are usually fears, doubts, and insecurities associated with love, as well as emotions such as joy and ecstasy. At times these feelings can seem overwhelming. | Understanding the nature of prejudice can help prevent the person who is the target of prejudice from developing a variety of negative feelings, such as hatred, distrust, self doubt, and low esteem. | Adolescents should be aware that it is normal to experience feelings of loneliness.<br>When time alone is planned it can be used to improve one's emotional health. | It is vital to one's emotional well-being to be able to recognize and accept one's feelings. | It is helpful to know that anxiety caused by the uncertainty of what work one is going to do is a common occurrence in adolescence. | Adolescents need to be aware that strong feelings can interfere with the ability to use new intellectual skills most effectively.<br>Thinking is the primary means for dealing with new feelings. |
| In adolescence, there is a lot of questioning about whom one loves or how to know if one is "in love." To recognize love, one must understand oneself as well as the other person.<br>Thinking about a love relationship can be helpful in deciding its worth. | It is important that the target of prejudice be able to recognize prejudice and understand that it is a feeling or belief developed without knowledge or reason.<br>Intellectual growth includes learning to recognize prejudice in self and others. | It is important to learn to appreciate time alone.<br>Learning to spend time in useful ways, such as reading, can improve one intellectually. | Understanding feelings helps a person control the expression of feelings.<br>Understanding and accepting strong feelings can help bring about new self-discovery. | Self-understanding is essential for guiding career choices.<br>A better understanding of the career decision-making process is likely to result in more logical thought about career decisions. | Adolescents need to be encouraged to use their new thinking skills to help them make better life choices. |

# Face to Face

## (Dealing With Conflict)

***Dealing with conflict can result in personal growth.***

### PROGRAM SUMMARY

Alice, a student photographer, has taken her last shots for the school yearbook. When she goes to the lab to develop her prints, she finds that Gail, the yearbook editor, has disregarded the sign-up sheet and is working in the darkroom. Gail says she'll explain later and asks Alice to meet her there at seven o'clock.

Alice hides her true feelings, says it's O.K., and goes home. There she slams doors, snaps at her family, and skips dinner to go back to school. Her boyfriend Jerry goes with her, and when they get there Gail says that she is leaving for the weekend, but has not finished her work. She asks Alice to take over.

Again Alice does not express her true feelings about this "unfair" assignment. Instead she cancels her date with Jerry, gives up her study time for a big history test, and spends all weekend doing Gail's work.

On Monday morning Gail gets all the praise from Mr. Carpenter, the faculty advisor, because the yearbook is finished on time. Alice gets a failing grade on her history test. Alice is hurt and angry with Gail. In the cafeteria a friend of Gail's overhears Alice telling Jerry how she feels. When Gail learns what Alice has said, she seeks her out for an explanation. At the end, the two girls are about to meet "face to face."

## BACKGROUND INFORMATION ABOUT THE TOPIC

Throughout life *we continually meet others with differing views, goals, and ideas.* Since conflict is ever present, why haven't people found a consistently satisfactory way of dealing with it? *What usually happens is that our emotions take over* as we struggle to achieve our point, our goal. We attempt to win with little thought of the consequences or consideration of alternatives that might allow both parties to "win." This is especially true for adolescents as they strive for increased independence.

*There are several ways in which people deal with conflict. A person may withdraw*—walk away saying, "O.K., you win." The individual simply avoids conflict—chooses not to deal with it. Sometimes those in conflict will *ask a third party to intervene. Compromise* is probably the most frequently used method of dealing with conflict. The hope is that each participant will come out a winner, but that is not always the case. There is also *the win-lose* way to deal with conflict. The parent says, "This is how it will be because I say so." The parent is the winner because of his or her power position. There is often a high cost to such winning because the negative feelings may linger with the loser for a long time. Still another way of dealing with conflict is *the win-win problem-solving approach.* Here the conflict is approached as a problem to be solved, a search for the alternative that will allow both parties to win.

In the win-win problem-solving approach, there is an attempt to deal with conflict in a positive manner. The search is for alternatives that are helpful to both parties. The parties focus on the issues involved, not the persons. They communicate with each other in an open, nonoffensive way. This strategy allows people to manage conflict with dignity intact.

Conflict usually has a negative connotation, but it can have some positive benefits. First, it can get irritating issues or situations into the open where they are easier to deal with candidly. Second, it is an opportunity to have our ideas or points of view subjected to the thinking of others.

The steps of the win-win approach to conflict management are: 1) analyze the conflict; 2) openly and thoroughly communicate about causes, issues, and the feelings of each person involved; 3) generate potential solutions or courses of action; 4) choose the solutions closest to a win-win situation (most acceptable to all concerned); and, 5) abide by the choice and implement it with care.

*Facing and constructively resolving problems is something we can learn.* It is helpful if we keep two points in mind. One, *problems are universal and inevitable.* Two, *conflict is potentially both detrimental and/or beneficial.* If there is too much conflict too soon, or if it is too intense or lasts too long, a person may emerge from the crisis less healthy than he or she had been before the crisis. Problems and the resultant conflict can be beneficial in that they force action and can yield growth. Conflict can be positive if we avoid looking at it as a personal contest with another (win at all costs) and realize that an issue or concern should be the focus.

In summary, the elements that are critical to the constructive management of conflict are: 1) accurate interpretation of the problem and needs, and 2) behavior that is carefully directed at the causes and not the symptoms of the problem.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• Conflict can be destructive if it disrupts effective living, sets you in opposition to people who care for you, or leads to continued antagonism and/or alienation.<br>• There are alternative ways to respond to conflict and its consequences. | ACTION: As a result of this program, adolescent viewers may:<br>• Be more likely to face conflict and respond to it in a healthy way.<br>• Develop new ways to respond to conflict situations. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Get a group agreement on the definition of *conflict.* Discuss some of the factors that help to determine the severity of a conflict.
2. Discuss and list conflicts that group members voluntarily report they have had or observed over the past several days. (Ask students to avoid naming the individuals involved.) Rank the conflicts as to their severity: 1—most serious; 2—next most serious, etc. Have the group:
   - Discuss or write a brief statement about how several of these conflicts were managed. Was there a "winner" or a "loser"?
   - Select one of the conflicts and develop several alternative ways that the conflict could have been handled.
3. In small groups, make a list of the positive things that can result from conflict. The negative things. (Include possible effects on one's physical, emotional, social, spiritual, and intellectual growth.)

### FOCUS ON THE PROGRAM

Explain that this program is about dealing with conflict. Ask the students to look for the conflicts in Alice's life and how she deals with them.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. What were the conflicts in Alice's life? Did any of these conflicts have an effect on Alice's physical or emotional health? If so, how?
2. How do you feel about facing conflict?
3. Were there any benefits from the conflicts Alice faced?
4. What might have happened if Alice had told Gail that she couldn't pinch hit and finish the yearbook work?
5. What was Alice's style or usual way of dealing with conflict? Why do you think she behaved this way? Do you agree or disagree with Alice's way of handling conflict? Why?
6. How would you have responded if you had been Alice? Jerry? Gail? Why?
7. What are the physical health problems that are likely to occur when one repeatedly avoids conflict? The emotional health problems?
8. What are some desirable ways of handling conflict? Explain. Why are some people better able to handle conflict than others?

### SUGGESTED ACTIVITIES

1. Have the students prepare a list of positive physical health activities that can help prevent or relieve destructive levels of tension resulting from conflict. Examples would be running, bicycling, calisthenics, swimming, playing ball, and brisk walking.
2. Have the students complete the reproducible activity "How Do You Handle Conflict?" located on page 44.
3. Ask each student to pretend that he/she is an expert in conflict management. As a class, list rules that would enable people to deal with conflict more productively. (For example, stick to the issues; select a time to discuss the conflict when tempers are not hot.)

   After the list is completed, review it and determine the rules that Alice broke. Ask students to review the list individually and determine which rules they often break.
4. Have each person write an ending to the story showing how both Alice and Gail might leave the encounter feeling better. Discuss the different endings.
5. Discuss the following situation: Your employer decides that you must stay late because some necessary work was not finished for the morning shift. You have an appointment one-half hour after the close of the work day. What are some ways that this conflict could be handled?
6. Invite a speaker for the group from an agency that deals with conflict situations. (For example, your county's Department of Family Services, Department of Mental Health, Center for Battered Women, or Parents Anonymous.) Ask the speaker to discuss the destructive effects that conflicts have had on the lives of their clients and the role of the agency in assisting in these situations.
7. Develop a series of skits that deal with segments of the program. (For example, Jerry, Alice, and Gail when Gail assigned Alice the extra work; Alice, her mother, and her brother at home; cafeteria scene; final discussion between Alice and Gail.)
8. Develop a series of skits that deal with conflicts that are typical of those in the lives of the group members. Ask the group to make a critical appraisal of the handling of each conflict. The main criterion should be "How desirable were the outcomes?"

### RESOURCES

The following resources are available to assist you in learning and teaching about this program topic:


1. Dobson, T., and Miller, V. *Giving In To Get Your Way*. New York: Delacorte Press, 1978.
   (This book explains how to use the Attack-tics system for winning everyday battles. The Attack-tics system is based on the Japanese martial art of Aikido, a form of nonaggressive self-defense.)
2. Ellis, A., and Harper, R. *The New Guide To Rational Living*. Hollywood, California: Wilshire Book Company, 1979.
   (The authors use ten "irrational" ideas held by many people in providing insight and answers to common emotional problems resulting from conflict. Extensive use of case studies to illustrate major points.)
3. Miller, S.; Nunnally, E.; and Wackman, D. *Alive and Aware: How To Improve Your Relationships Through Better Communications*. Minneapolis: Interpersonal Communication Programs, Inc., 1978.
   (This book deals with how to reduce interpersonal conflict through the improvement of communication skills.)
4. Parlee, M. "Conversational Politics." *Psychology Today*, May 1979, pp. 48-56.
   (This article discusses techniques people can use in conversation to achieve a win-win situation.)
5. Roark, A. "Interpersonal Conflict Management." *Personnel and Guidance Journal* 56 (1978): 400-402.
   (This article explains the characteristics of conflict and suggests two widely used models—GRIT and Consensus.)

# Daddy's Girl

## (Changing Family Relationships)

***Although this may be difficult for both parents and children, adolescence is an important time to work out new family relationships.***

### PROGRAM SUMMARY

She's always been Daddy's girl, but now Jean is growing up, and Mac, her dad, is having trouble with that. The problem becomes painfully evident when Mac fires Jordan, his young farm helper, accusing him of antics in the hay with Jean. Jean is terribly angry at the injustice, but the usually reasonable Mac refuses to back down and orders her to stay away from Jordan.

Telling her parents that she's going to a girl friend's, Jean slips off with Jordan. When he makes advances, she moves away, knocking his beer into her lap. Jordan angrily drives her home, making sure Mac sees them. Furious and hurt, Mac accuses Jean of lying and drinking, refuses to listen to any explanations, and grounds her for a month.

After two weeks, Jean lies again, this time saying she has to work late but going instead with friends to hear a favorite rock group. Mac finds out and confronts her as she leaves the concert. Jean refuses to return home with him and goes to the bus depot.

With the morning sun, Jean decides not to run away and sets out for home. She finds her worried parents asleep on the couch after a troubled night's vigil.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*During the lifespan, relationships within one's family are continuously redefined and restructured.* New levels of physical, intellectual, emotional, and social maturity demand such restructuring as children progress in uneven patterns from being totally dependent upon parents to seeking complete "independence."

In adolescence, the need for autonomy includes new areas and levels of responsibility, a greater voice in making life choices, and a greater role in family decision-making. *The young person often poses challenges to parents* that, at least in the parents' minds, threaten their stability and authority. *The quality of family relationships that emerge depends greatly on how parents and children respond and adapt.*

The developmental level of parents is often overlooked in a consideration of changing family relationships. Most adolescents have days when they are convinced that their parents will never understand them—days when they feel confused, unsure, helpless, unloved—but they may not realize that their parents have similar feelings. *Both adolescents and parents experience many of the same emotions but are unable or unwilling to express them clearly.*

For example, *parents often feel insecure.* They are unsure of their ability to raise their children to become happy, productive adults. Their schooling didn't prepare them to be "good" fathers and mothers. If they were lucky, their own parents set a good example, but this is no guarantee that the same processes will work again. If children don't meet society's expectations, parents feel to blame. Is it any wonder that they feel insecure?

In addition, *parents often feel powerless.* While the adolescent may feel that parents have full control, many parents realize how little power they really have. They must move from "commanding" a child to "influencing" an emerging adult, but the change seems risky in a rapidly evolving world so different from theirs as adolescents. Consequently they feel a need to maintain even tighter control.

*The growing independence of the adolescent often makes the parent feel unneeded and thus unloved.* They may feel hurt when children confide in friends and teachers instead of them, or skip a family function for a social gathering. They often cover this hurt with self-assurances of how the adolescent needs them, rather than sending the real message—"Need us, please, because we need you."

Another changing relationship is that between brothers and sisters. All of them are undergoing changes that necessitate changes in their family roles and responsibilities. Dating, driving, getting the first job will all force restructuring of family relationships.

As individuals in the family seek to fulfill personal needs, conflict naturally arises. *From this conflict new family relationships can emerge that will allow all members to grow.* Such growth requires understanding, compassion, and negotiation.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• Adolescents usually have to work out new relationships with their parents.<br>• It may be difficult for parents to respond to adolescents' changing needs and for adolescents to respond to parents' changing needs. | ACTION: As a result of this program, adolescent viewers may:<br>• Develop new patterns of interaction with parents. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Have a class discussion on the topic of parent-teenager relationships, emphasizing the following points:
   - What are some typical ways that parents show love or concern for their teenager? How do teenagers usually show love for their parents?
   - Do you think parents always recognize how much they are loved? Explain. Do you think teenagers always know how much they are loved? Explain.
   - Why do parents often find it hard to let teenagers make decisions on their own?
   - How can a parent tell when a child is ready to handle a new responsibility such as "staying out" later?
2. Paraphrase information from the section called "Background Information About the Topic." If time permits, select one or more statements from the background information for further discussion.

### FOCUS ON THE PROGRAM

Explain that this program is about changing relationships within the family. Ask the students to look for the new relationship that Jean is trying to work out with her parents, especially her father.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. What were some of the feelings that you had during the program?
2. How would you describe Jean's relationship with her father? Do you consider their relationship to be a typical father-daughter relationship? Why or why not?

3. Why do you think Mac was so concerned about her relationship with Jordan? Which of Mac's actions do you agree with? Which do you disagree with? Explain.
4. How do you feel about Jean's lying to her parents? How should Jean have handled the restriction that Mac placed on her relationship with Jordan? How should she have handled being "grounded"?
5. What different concerns would Mac probably have had about a male child? What concerns do you think would probably be the same for either sex?
6. What kind of a relationship do you think Jean was trying to work out with her parents? Why was it difficult for her to do this? Why was it difficult for her father to let her make more decisions on her own?
7. What responsibilities do you think parents should assume for a sixteen-year-old child? What responsibilities should a sixteen-year-old assume?
8. In what ways do you think today's teenagers are different from teenagers of the previous generation? In what ways are they the same?

**SUGGESTED ACTIVITIES**

1. Have the students complete the reproducible activity "From Generation to Generation" located on page 49. Discuss the results of the surveys.
2. Develop a series of skits on issues that parents and teenagers usually have to work out. (For example, use of the telephone, staying-out hours, dating practices, use of the car, chores at home, and school performance.) Ask the group to make a critical appraisal of the handling of the situation. How well did the "parent" and "child" communicate with each other? How desirable were the outcomes?
3. Have the students prepare a descriptive directory of supportive community family services. (For example, family counseling services, clinics, welfare offices, and religious activities.) Good sources of information are local newspapers, local governmental agencies, and churches.
4. Have the students, in small groups, discuss all or some of the following items pertaining to family life. Have the groups report to the class a summary statement for each item that they discussed.
   - What responsibilities do you think a teenager has toward the family?
   - What do you think the role of parents should be in the education of their children?
   - How do you think communication between teens and their parents can be improved?
   - How does one's physical development during the teen years affect relationships within the family?
   - What effect, if any, do you think both parents working outside the home has on family relationships?
   - When a couple gets a divorce, what feelings might the children experience? How can it be made easier for the children?
   - In what ways is your relationship with your parent(s) likely to be different five years from now?
   - What would you say to a friend who had a serious family problem?
   - Summarize the characteristics of a good family life.
   - What are some ways to let the people you care about know that you care?
5. Have the students write a paragraph using the phrase below as a beginning. After they have finished, ask for volunteers to share what they wrote.

   Family life is a valuable experience because . . . .
6. In a class discussion (or in written form) ask students to compare and contrast "Daddy's Girl" with their favorite television show(s) about family groups. The discussion could include these points:*

   Communication (parent-parent, parent-children, parents and children with those outside the home);

   Concern (how each member of the family treats the others);

   Coping (how each member of the family deals with what life brings).

*Adapted from an activity in the *Guide to Self Incorporated*, Agency for Instructional Television, 1975, p. 25.

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Bryne, S. "Nobody Home: The Erosion of the American Family." *Psychology Today*, May 1977, pp. 41-47.
   (In an interview format, child development expert Urie Bronfenbrenner talks about "the state of the family" and what ought to be done about it.)
2. McClelland, D.; Constantian, C.; Regalado, D.; Stone, C. "Making It To Maturity." *Psychology Today*, June 1978, pp. 42-53, 114.
   (This article covers a study that measured maturity levels of young adults who were reared by various methods. Results showed that techniques didn't matter as much as an adult-centered home and the presence of love.)
3. Shedd, C. *Smart Dads I Know*. New York: Avon Book, A Division of the Hearst Corporation, 1975.
   (Dr. Charlie Shedd, author of the nationally syndicated column "Strictly for Dads," bases this book on the thousands of letters he received from fathers. The book offers advice about car discipline, telephone and TV rules, alternatives to spanking, "workaholic" dads, help with homework, and much more.)
4. Simon, S. *Caring, Feeling, Touching*. Niles, Illinois: Argus Communications, 1975.
   (This book contains a series of nonverbal and verbal activities developed to assist family members in communicating their caring for one another.)

# Who Am I?

## (Developing Self-Concept)

***Understanding and accepting yourself will help you to make better life choices.***

### PROGRAM SUMMARY

Tyrone's dishwashing job in a local night club keeps him up so late that he can hardly get out of bed each morning. His parents express concern about his hours and their effect on his school work. At school he is chided by friends and a teacher about being late and about his job.

Leaving school without permission, Tyrone goes home only to be met by his father. The confrontation results in a comparison of Tyrone to his older brother, who died in a car accident. Tyrone becomes very angry and begins destroying his dead brother's picture and trophies. Mr. Barnes looks on in disbelief as Tyrone angrily leaves the house carrying his saxophone.

Later, when Tyrone is alone at the club, he begins to fantasize about being the featured performer. The club owner returns unexpectedly to find Tyrone playing his sax. He realizes Tyrone's dream of becoming a professional musician and talks of the realities of such a vocation. Then, knowing that Tyrone's reason for working there is to be around the performers, the club owner fires him "for his own good."

Tyrone goes home to find his father waiting. Mr. and Mrs. Barnes have put away Tyrone's brother's things from Tyrone's room, indicating that they know it was wrong to compare the two. The conversation ends with a warm embrace between father and son, and the viewer has the feeling that Tyrone's image of himself is becoming more clear.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*An essential part of each of us is how we perceive ourselves in relation to others.* These views may be accurate (real) or inaccurate. Whatever the view, it understandably influences how we behave.

This *concept of self* is developed principally from the reactions of others. It is a set of collected views of oneself: an image of the kind of person one feels oneself to be. It includes our values and beliefs, whether we think of ourselves as bright or dull, mature or infantile, healthy or sick, friendly or fearful, attractive or unattractive. *What each of us believes about himself or herself is frequently more important and more often acted upon than is any list of objective facts about us.*

If this self-picture is strong and positive, it protects us in times of adversity and gives us confidence to risk new ventures. If it is negative, weak, or inappropriate, we are vulnerable to all kinds of assaults and are less likely to try new things, to grow.

*During adolescence many things happen to influence self-concept.* These influences include: 1) physical changes (acne, weight gain, etc.); 2) higher levels of thinking (more abstract, less concrete); 3) an increased preoccupation with self (wondering if one measures up); and 4) new and more complex social roles as the adolescent's world widens and parental guidance is not as readily accepted.

These rapid changes and the uncertainty they bring make the adolescent's self concept especially vulnerable. Because of the behavior that often results from the changes, many important people in the adolescent's life begin to express concern, a concern often viewed by the adolescent as nagging. Adolescents perceive as negative this "chipping away" by those who are significant to them (parents, peers, teachers) and may begin to doubt themselves.

Generally, *the self-concept becomes stable over time* and the individual's life style emerges—that is, his or her unique way of perceiving, feeling, thinking, and responding to the world. The self-concept is a key element in making sense of our experiences, in analyzing interpersonal relationships, and in setting goals.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• There are a number of ways to understand yourself better (for example, spend time thinking about yourself, talk to others, observe the way others react to you).<br>• Having a more clearly defined self-concept will help you make better life choices. | ACTION: As a result of this program, adolescent viewers may:<br>• Give greater thought to who they are in relation to others.<br>• Form more accurate pictures of themselves. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Discuss self-concept, concentrating on the following questions:
   - What is self-concept?
   - How is the self-concept formed?
   - Do you think most people look at themselves realistically? Why or why not? What affects our ability to see ourselves objectively?
   - Why is it important to develop a realistic self-concept?
   - What are some ways to understand yourself better? (Examples would be to spend time thinking about yourself, talk to others, observe the way others react to you.)
   - What effect does self-concept have on a person's attitudes? Relationships with others? Interpretation of experiences? Life choices (life style, career, choice of marriage partner, etc.)
2. Have students decide on the persons they know who have the most positive self-concept. Ask each student to write down the characteristics of that person. Have the students volunteer their list of traits and have them tabulated on the board. Determine the three most commonly cited characteristics. Discuss these three traits. Why are they the most commonly cited? How are they usually acquired?

### FOCUS ON THE PROGRAM

Explain that this program is about developing a self-concept. Ask the students to look for the experiences in Tyrone's life that are likely to influence his self-concept.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. In your opinion what actions of Mr. and Mrs. Barnes were helpful to Tyrone in the development of a positive self-concept? Which actions were not helpful? What were your feelings toward Tyrone's parents? Do you consider Tyrone's relationship with his father to be a typical father-son relationship? Why or why not?
2. How would you describe Tyrone's attitude toward

school? Why do you think he felt this way?

3. How do you feel about Mr. Nelson's firing Tyrone?
4. Describe Tyrone's self-concept. What effect do you think Tyrone's self-concept had on his relationship with his parents? Friends? Attitude toward his dead brother? Attitude toward his career?
5. When do you think Tyrone was "being himself"? When do you think he was not? Explain.
6. What role do you think schools and teachers play in the development of a positive self-concept of students? What specific things do you think could happen in schools to "tear away" at the self-concept?
7. Who do you think are the most important people in influencing a person's self-concept? Why do you think these people are important?
8. In your opinion, what are the characteristics of the person with a positive self-concept? A negative self-concept?

**SUGGESTED ACTIVITIES**

1. Ask the group to think about personal goals. Have each person select a personal goal and do the following:
   - Write a few sentences explaining why it is a personal goal.
   - List three steps that need to be taken to achieve the goal.
   - List three activities that could keep you from reaching the goal.
   - Write a few sentences describing how you might feel if you fail to reach your goal.
   - Write a few sentences describing how you might feel if you achieve your goal.

   Have a class discussion on the effect that reaching or not reaching goals might have on the development of self concept.
2. Discuss the statement, "If you can't say anything good about someone, don't say anything."
   - Ask the students to think back to a statement they made recently that was negative. What was the result?
   - Ask them to think back to a statement they made recently that was positive. What was the result?

   Have the students, before the next class period, say something positive to someone that they regularly interact with. Ask them to remember what the result is and be prepared to share it with the class. NOTE: Ask them to share what was said ("You're really a neat person," or "You really look nice today") and the result (a smile, a "thank you," or a positive statement in return), but not who the exchange was with.

   *OPTIONAL:* Have the students write a positive statement, anonymously, to someone in the class. Collect these so that you can screen them. This will also allow you to write positive statements about students who may not have had a compliment addressed to them. Hand out these complimentary statements the next day.
3. Pose this question: Do you think the development of a positive self-concept is more difficult for boys or girls? Have the students explain their answers.

   *OPTIONAL:* Have the boys in class suggest ways in which girls could enhance their self-concepts. Have the girls suggest ways in which the boys could.
4. Invite a speaker for the group who has worked with adolescents in the development of positive self-concepts. (For example, someone who has assisted foster children, handicapped youth, or troubled young people.) Ask the speaker to discuss the different ways that a positive self-concept can be developed and the role that person (or agency) has in assisting adolescents in this goal.
5. Have the students complete the reproducible activity "How Do You See Yourself?" located on page 50 of this guidebook. Each of the statements in this activity is related to one of the twelve program topics in the "On the Level" series. There are two statements about each of the topics. After the students have completed this activity, explain to them that all of the ODD statements are indicative of a positive expression of oneself and all of the EVEN statements are indicative of a need to improve in that particular area.

   Ask the students to circle the ODD items answered "FALSE" and the EVEN items answered "TRUE." Then have them take time to look over the circled items. These are potential areas where they need improvement. Discuss setting personal goals to work on areas in which they need to improve.

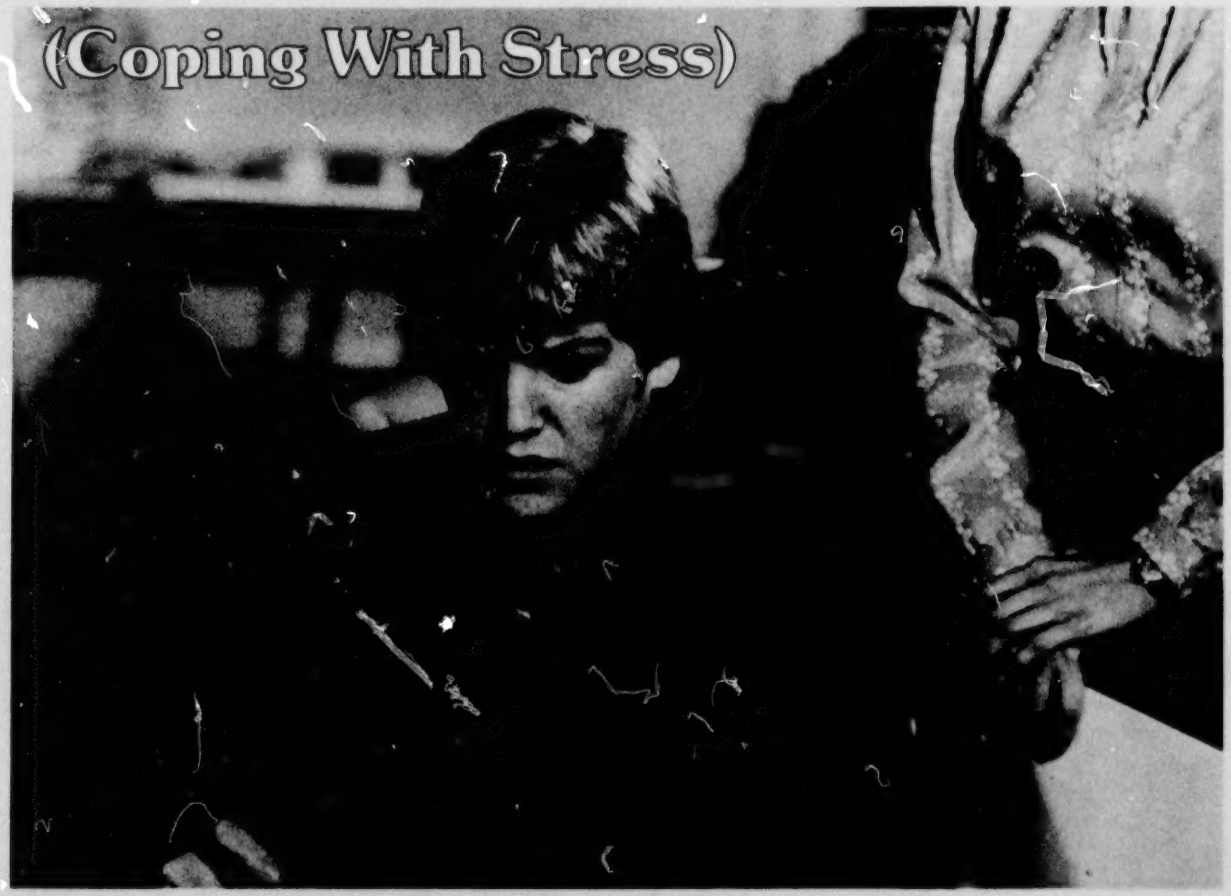
**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Alexander, T. "The Conditions of Personal Change." *Intellect* 104 (1975): 233-34.
   (This article speaks to the major alterations that can be made in the way we react to others, in our methods of solving problems, and in our perception of self.)
2. Campbell, C. "Our Many Versions of the Self." *Psychology Today*, February 1976, pp. 74-79.
   (This article deals with how we define ourselves and others and how these definitions influence the way we think and behave.)
3. Canfield, J. and Wells, H. *100 Ways to Enhance Self-Concept in the Classroom*. New York: Prentice-Hall, 1976.
   (This book is a collection of classroom strategies/activities to help teach toward the development of self-concept.)
4. Shedd, C., ed. *You Are Somebody Special*. New York: McGraw-Hill, 1978.
   (A book written in student language in conjunction with the Quest Program for adolescent mental health. Chapters one and three written by Bill Cosby and Jim Fadiman, respectively, deal with how self concept is developed and serve as a basis for our behavior.)

# Journey Through Stress

## (Coping With Stress)



***Learning how to manage stress can promote personal growth and prevent illness.***

### PROGRAM SUMMARY

There are many events in Brad's life that create stress. Student observers comment on these events and on Brad's responses to them.

Brad's stressful encounters include a test for which he is unprepared, a wrestling practice where he is "put down" (verbally by the coach and literally by a smaller teammate), a confrontation with his father, and a hectic stint at the restaurant where he works part-time. He experiences several signs of stress—upset stomach, sweaty palms, shortness of breath.

Suggestions are offered for ways to handle the pressure—talking to counselors and friends, running, weight lifting, deep breathing, and studying.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*The word* stress *is used to describe the body's response to any demand.* A variety of different conditions in our environment are capable of producing stress within us. Sometimes these conditions are real, sometimes only anticipated or imagined. While different individuals respond to such conditions in different ways, some kind of psychological or physiological change is always involved. *Stress is an ever-present element in our lives.* It ranges from the small manageable stresses arising from preparation for an athletic competition, to more overpowering ones such as the loss of a close friend. One component of mental health is the capacity to deal with an event that triggers stress.

Although most people are aware only of the negative aspects of stress, *we must remember that stress also has a positive side.* Stress is reflected in the downhill skier as she successfully traverses the slope or in the eye of the actor as he anxiously awaits the opening curtain. Some say that without stress little would be achieved in our world. All physical and mental effort, including problem-solving and/or decision-making, requires stress to some degree. It is through the motivation of stress that people find new resources within themselves and develop the capacity to meet challenges in their lives.

Factors that seem to influence whether stress will help or hinder us include its *duration* (how long it lasts), its *frequency* (how often it occurs), its *intensity* (how deeply it is felt), and its *multiplicity* (how many stressful events are encountered at any one time).

In adolescence, stress is often more difficult to handle than at other times. Young people should know that *dealing with stress successfully can lead to new levels of competence and personal confidence.* There is research evidence that those people who "make it to the top" do so because they have learned how to manage stress and use it to their advantage and ultimately to the advantage of those around them.

*We seem to have three basic stress responses.* The first can be labeled our *emotional response*, our feelings. Sometimes these feelings are positive, sometimes negative. Whether the stress we experience is growth-producing or growth-preventing depends upon how we handle these feelings.

The second type of response to stress is called the *behavioral response.* It can be measured by the change in frequency of errors we might make in completing a task. It may also be seen in how productive we are in the job at hand or in our ability to get along with others. In moderate doses, stress will usually result in improved performance. In too large a dose, it can impair performance.

The third response to stress is labeled *physiological* and may have the greatest significance. Physiological changes may be no more than a quickened pulse or tears resulting from fear or joy. But these changes also may alter body functioning to the point of disease. Authorities in psychosomatic medicine attribute many headaches, backaches, ulcers, and the like to the presence of unmanaged stress.

People are endowed with the ability to control events in their lives. They also have the ability to look ahead or anticipate. Both these characteristics can help us to use a stressful event as a way to grow—if we choose. *Coping skills can be learned.* We can evaluate the environment, assess our personal talents and strengths, generate possible responses to stress-producing events and evaluate the consequences, and gather additional information. Each of these is helpful in coping with stress.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program adolescent viewers should understand that:<br>• There are recognizable physical signals of stress.<br>• A common cycle is this: change or uncertainty ⟶anxiety⟶stress⟶increased uncertainty.<br>• Stress can be dealt with constructively by not acting impulsively, by obtaining more information about the problem, and by developing alternative strategies for coping with the problem. | ACTION: As a result of this program, adolescent viewers may:<br>• Be more aware of their own physical responses to stress.<br>• Feel less stressed by uncertainty.<br>• Develop new techniques for handling stress, such as: learning to plan time more effectively; developing techniques or activities that offer a release from stress; or learning to ask for help when it is needed. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Have a class discussion on the topic of stress, emphasizing the following points:
   - The definition of stress.
   - The physical signals of stress.
   - Possible positive and negative outcomes of experiencing stress.
   - Ways to cope with stress.
2. Have the students, as a whole class or in small groups, make up a list of typical stress situations that they face. Examples: a) taking tests, b) giving oral reports, c) applying for a job, d) starting or breaking up a relationship. Have them discuss the ways that they usually deal with these stressful situations. Then ask them to state the possible benefits or harmful consequences of each of the methods they suggest for dealing with the stress. Where appropriate, discuss alternative ways of dealing with a situation.

### FOCUS ON THE PROGRAM

Explain that this program is about coping with stress. Ask the students to look for the stressful events in Brad's life and how he responds to them.

# AFTER THE PROGRAM

## PROGRAM DISCUSSION QUESTIONS

1. What were some of the feelings that you had during the program? How does stress make you feel?
2. What problems did Brad have? How did Brad respond to the stressful events in his life? What were some of the physical signs of stress that he experienced? What were some of the emotions that he experienced? How was his behavior affected?
3. Select one of the events in Brad's life and describe how he should have handled the situation.
4. Which event in Brad's life would have been the most stressful for you? Why? Which would have been the least stressful? Why?
5. There is commonly a cycle in which change or uncertainty leads to anxiety, anxiety creates stress, and stress increases feelings of uncertainty. Apply this theory to an event in Brad's life.
6. In your opinion, how might experiencing stress be beneficial? What might be some serious harmful consequences of stress? How might these harmful consequences be prevented or lessened?

## SUGGESTED ACTIVITIES

1. Have the students, individually or in small groups, compose a list of healthy ways to relax. Have them share their lists with the whole class. Then ask each student to try, for one week, a healthful way to relax that he or she never tried before. At the end of the week, have the students share their experiences.
2. Discuss the statements below. Ask the students how they feel about each of the statements. Which one do they feel the most strongly about? Why? You may want to add one or more of your own statements to the list. If there is interest, plan a debate around one of the statements.
   - No one ever has enough time.
   - You can find time to do anything you really want to do.
   - We "do nothing" rather frequently.
   - Time is only a reflection of one's priorities.
3. Ask each student to list three "Do's" and/or "Don'ts" for dealing with everyday problems. Discuss the lists. What were the three most frequently listed "Do's" and "Don'ts"?
4. As a follow-up for activity number 3 above, or as an independent activity, have the students write a statement explaining their philosophy for dealing with everyday problems. Have students share their philosophies.
5. Have students use the phone directory to locate local crisis resource telephone numbers. Discuss the headings under which these resources are listed. If the students agree on a heading that is not included in the directory but which they think should be, have them write a letter to the appropriate agency suggesting that the agency include that heading in future listings.
6. There are many physical exercises that can help one relax.* Have students try this one:

   Unwinding exercise:

   (This exercise takes forty-five seconds and is excellent for students who have been sitting or working in one position for a long time.)

   A. Stand with your feet about eighteen inches apart, knees slightly bent.

   B. Reach upward with your right hand. Stretch for something.

   C. Let your right hand fall back. Then reach up with the left. Repeat three times, alternating right and left.

   D. Return to starting position. Raise both arms sideways, palms down, to shoulder height. Stretch outward.

   E. Bend forward and down, allow arms to swing, fingers brushing the floor with your head down. Bounce five or six times.

   F. Stand upright and place your hands behind you on your buttocks, lean backwards, slide your hands down your legs and drop head backward.

   G. Return to starting position.

   Encourage students to share their favorite relaxing exercise with the class.
7. Have the students complete the reproducible activity "Look at the Alternatives" located on page 51.

*The exercises in Activity 6 were adapted from: Elizabeth W. Flynn and John F. LaFaso, *Designs in Affective Education: A Teacher Resource Program for Junior and Senior High*, New York: Paulist Press, 1974, pp. 52-83, 153-154, and 169-170.

## RESOURCES

The following resources are available to assist you in learning and teaching about this program topic:


1. Cherry, L. "On the Real Benefits of Eustress." *Psychology Today*, March 1978, pp. 60-70.
   (This is an interview with Hans Selye, the dean of stress research. "Eustress" is a newly coined word for the kind of stress that makes one come alive.)
2. Dudley, D., and Welke, E. *How to Survive Being Alive*. New York: Doubleday, 1977.
   (This book illustrates research on how stress and our reactions to it can be a major cause of both chronic and acute illness. It includes ways to recognize, measure, and control stress so as to minimize its toll in our lives.)
3. Girdano, D., and Everly, G. *Controlling Stress and Tension: A Holistic Approach*. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.
   (This book provides an in-depth look at what stress is, its causes and effects on mind and body, and ways to prevent and reduce stress.)
4. Kahn, C. "The Golden Rule of Health." *Family Health*, April 1978, pp. 40-43.
   (The author explains that doing for others will truly do the most for you. He suggests that using energy to resist stress is like running your car and keeping the brake on at the same time.)

# Surrounded

## (Peer Group Membership)

***Balancing the need for being yourself and for being accepted by the group is a frequent challenge during adolescence.***

### PROGRAM SUMMARY

Kelly resents her mother's strict curfew, imposed because Kelly has epilepsy. Finally her mother promises to drop the curfew if Kelly will tell her friends about her condition. Then if she should have a seizure when she's out with them, they would know what to do. (Seizures are more likely to occur when it's late and one is tired.) Because of past experiences, Kelly is afraid her friends will drop her if they find out.

The leader of Kelly's group, Matt, gets the use of his uncle's beach house for the last weekend of summer, and the gang plans to go. Kelly's mother insists that she cannot go unless she tells them about the epilepsy. Kelly thinks long and hard about it, but she sees that her group, Matt especially, does not appreciate individuality. Charlie is in disfavor because he chose to stay in town and work rather than go to the beach.

Kelly lies to her mother, saying she told her friends. Later she goes to the animal hospital where Charlie works and tells him. He says it's O.K. and that she should have told them long ago. She decides to go tell the others right away. She and Charlie jokingly plan to start their own gang if they reject her.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*The relationships of young people with those their own age become more important during adolescence.* Such influence seems to peak during middle adolescence and then begins to decline as the picture of self becomes clearer. The peer group is crucial since it provides a context for such self discovery as well as for social development. Adolescents are sensitive to the norms of the group and often evaluate their own worth in light of group acceptance and approval.

There are several major ways in which the peer group is supportive in fulfilling the adolescent's needs:

1. *Membership in a group allows adolescents to explore their status independent of the families.* They know where they stand within the family but are unsure of their status in the larger world. Often the feedback they receive from peers is more objective than that from the family, and this provides real preparation for attaining adulthood.
2. Group membership *can provide a sense of belonging and of security.* With the rapid changes that take place at this time, it is reassuring for adolescents to know that others are experiencing the same feelings, frustrations, and physical changes.
3. Support from the group is an important source of self esteem, especially since it is support received from the "outside"—and thus fairly earned. The peer group *has the capacity to enhance one's sense of importance.*
4. Adolescents often allow the group to set standards. This *affirms their need to be somewhat self determining.* The group view/standard usually represents the individual's value in the first place. These standards are usually applied to minor issues like hair length and/or dress. Group standards often lead to a temporary rejection of parental dictates and values; the adolescent becomes less like parents and more like peers. Research shows, however, that the basic life decisions tend to rely much more on family standards than on those of the peer group.
5. The peer group often *acts as a buffer* to insulate and protect youth from what they see as adult coercion. Stating that "everyone is doing it" takes some of the heat off the individual since there is safety and strength in numbers.
6. Group membership *provides an opportunity to practice a wide variety of social skills.* Often such skill development continues to be useful in adulthood. Practice within a group provides instant feedback to the individual by critics who are objective (often unmercifully so). It provides cues and information to refine social skills, which are helpful in establishing one's identity.
7. Peer group membership *can provide a "modeling" experience* that shows both "what I want to be and do" as well as "what I don't want to be and do."

There are also *disadvantages* for the adolescent in belonging to a social group, including a *restricted range of actions* and a *lessening of individuality.* Peer groups exert pressure toward conformity—a seeming inconsistency with the adolescent's slogan: "I want to be me." *It is important then that adolescents learn how to balance the need for being themselves and for being accepted by the group.* Specific examples of ways to do this would be 1) examining their priorities, 2) setting limits on the demands that friends make, and 3) influencing their peer group to respond to their personal needs.

Note: One of the characters in the program has epilepsy. The condition is defined thus: "When people have a tendency to experience seizures (that is, convulsions, brief periods of unconsciousness, or altered behavior), we say that they have epilepsy. . . . Epileptic seizures are caused by a sudden and unusual discharge of electrical energy in the brain."*

**Epilepsy: You and Your Child* (Washington, D.C.: Epilepsy Foundation of America, 1979), p. 6.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• There are advantages to belonging to a social group, including a sense of importance, of belonging, and of security.<br>• There are disadvantages to belonging to a social group, including a restricted range of actions and a lessening of individuality.<br>• There are ways to balance the need for being yourself and for being accepted by the group. | ACTION: As a result of this program, adolescent viewers may:<br>• Set limits on the demands that friends make.<br>• Influence their peer group to respond to their personal needs. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Have the students, in small groups, discuss peer group membership. Ask each group to share with the whole class a brief summary of their responses to the following questions:
   - What do you enjoy *most* about being with your "circle of friends"? What are the other benefits of being a member of your group of friends?
   - How do you decide when to assert your individuality and when to go along with the group?
   - How long have you been a member of your present

group of friends? How long do you expect to be "good friends"? If you were to leave this group of friends, what would the cause most likely be?

- What are the disadvantages of belonging to one social group?

**FOCUS ON THE PROGRAM**

Explain that this program is about peer group membership. Ask the students to look for the advantages and disadvantages of Kelly's being a member of a close group of friends.

# AFTER THE PROGRAM

**PROGRAM DISCUSSION QUESTIONS**

1. How much of a risk do you think it was for Kelly to tell her friends about the epilepsy? In your opinion, how would Matt respond when he learned about Kelly's condition? How would Amy handle the news? Do you think Kelly would be treated any differently by the gang afterwards? Explain.
2. Do you think Kelly *should* tell her friends about the epilepsy? If you were in that situation, what would you do?
3. How would you describe Kelly's relationship with her mother? Do you consider theirs to be a typical mother-daughter relationship? Why or why not?
4. Which of Mrs. Bailey's actions or attitudes do you agree with? Which do you disagree with? Explain.
5. How would you describe Matt? Why do you think he was the leader of the group? Is this kind of person usually looked up to? Explain.
6. In your opinion, what were the advantages for Kelly of being a member of a close group of friends? What were the disadvantages? (Encourage the students to consider the total effect on Kelly—her physical, emotional, and social well-being.)
7. What were the signs that Kelly was experiencing a great deal of tension in trying to balance personal needs and group expectations? Do you think it is typical for teenagers to experience such tension? Explain. How might this tension be lessened?
8. In your opinion, what problems can result from "blind acceptance" of peer group demands? What problems do you think can result from total peer group rejection?

**SUGGESTED ACTIVITIES**

1. Have the students complete the reproducible activity "Balancing" located on page 53 of this guidebook. It is recommended that participants be told in advance that the information they put on their activity sheets need not be shared with anyone. Discussion following the completion of the activity should be voluntary and general in nature. (For example, "Did you find this activity helpful?")
2. Have the students develop a code of ethics for the "ideal" peer group, one that would meet the needs of its members in the best manner possible. Each statement in the code might begin "We will. . . ."
3. The following activity is geared to helping students consider more seriously the advantages and disadvantages of joining a group. You might present it to the class like this:

   Sometimes it is difficult to decide whether or not to join a group. One way to help you decide is to consider the benefits and the drawbacks of joining. What factors would be most important to consider? What questions would you ask yourself before deciding?

   As a class try answering the following questions. Mark a plus for "yes," and a minus for "no" in the appropriate columns.*

| | As an Individual | As Part of a Group |
|---|---|---|
| Will I have more friends? | | |
| Will I have more freedom? | | |
| Will I have to make sacrifices? | | |
| Will I have more privacy? | | |
| Will I have more security? | | |
| Will I be more popular? | | |
| Will I have more fun? | | |
| Will I have more self-determination? | | |

   What does the chart tell you about group membership vs. individuality? Are all the questions equally significant? Explain. Is it possible to decide about group membership vs. individuality without having a specific example to consider? Is it necessary to be an individual sometimes and a group member at other times? When? Why?

*Reprinted from an activity in the *Guide to Self Incorporated*, Agency for Instructional Television, 1975, p. 19.

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Comer, J. "Managing Peer Pressure." *Parent's*, November 1979, p. 96.
   (This article suggests that fairness and firmness tempered by flexibility are the characteristics that give parents the greatest power to assist the thinking of their children, and to influence their behavior.)
2. Dacey, J. *Adolescents Today*. Santa Monica, California: Goodyear Publishing Co., 1979.
   (Chapter seven in this book provides a close look at the elements that make up a teen subculture. It includes ideas for improving peer group communications.)
3. Micallef, L. "Don't Let Cliques Rule Your Life." *Seventeen*, December 1978, p. 88.
   (A teenager writes that the reason for cliques is that "we are unsure of ourselves so we form tight little groups to alleviate some of our insecurity." This article discusses how cliques can be limiting to one's growth.)

# A Little Help From My Friends

## (Friendship)

***Each person must decide for him/herself what a good friend is.***

### PROGRAM SUMMARY

Hector and Beto are good friends who are working for the summer at Tio Javier's fish market. Hector is hardworking, out of shape, and unlucky in love. Beto is good-looking and likeable with a knack for attracting women and avoiding work.

One day a pretty girl named Rhonda stops to ask directions, and Beto decides to help her find the way personally. As usual, he asks Hector to cover for him. No sooner has Beto gone than both his girl friend Theresa and Tio Javier come looking for him. Hector tells them he's making a delivery. When Beto returns, Hector angrily tells him he will not lie for him anymore.

Soon Beto breaks a date with Theresa, and Hector fills in for him. He winds up telling her about Rhonda. The next morning Hector tells Beto what he's done. Beto is shocked and furious but manages to make up with Theresa immediately.

That afternoon Tio Javier gives the boys the rest of the day off so that they can be at the market at 5 a.m. to scrub and load the truck for an important delivery. The boys go to the beach, and Hector manages to make a date for the evening with a girl he's long admired. He asks Beto to cover for him at 5 a.m. Then they'll be even.

Neither of the boys arrives at the market until 8:15, and Tio Javier fires them both. Beto tells Hector he's sorry, but adds, "You know how I am." Hector agrees and throws Beto off the dock and into the water. Both boys are left wondering where their friendship can go from there.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*Friendships are important throughout life.* Young and old alike wonder about the nature and meaning of friendship. How long will it last? What makes it a true friendship? What kind of problems can it endure? Is it any wonder we spend time trying to decide who our "real" friends are? Actually, relationships with friends come in a variety of patterns—from the very complex relationship with intense emotional involvement to the casual friendship.

Although *each person must decide for him/herself what a good friend is,* some characteristics seem to be universal. The trusted friend is one who will listen, accept, and understand. In this relationship the bonds are tied in reciprocal need and satisfaction. Feelings can be expressed without fear of judgment. As one's needs change, so do the intensity and importance of the friendship. Friends accept the fact that you have a problem but don't consider you stupid or disturbed because of it. They assist you in looking at the reason before thinking of a solution. Above all, they can be trusted to keep it confidential. Through this process, *friends support one another, enhance each other's self respect, and gain greater confidence.*

Friendship is usually based on mutual trust, openness, understanding, respect, care, approval, and love. It has the capacity to be one of the strongest bonds known to human beings. It provides the opportunity to do and feel things that you couldn't do or feel if you didn't have a friend.

*A close friendship is especially beneficial because it allows for the expression of deep feelings.* However, leading psychologists and therapists report that millions of people in America have never experienced a relationship with another person where they could "let down" and share their deeper feelings. While growing up, boys especially tend to hold back from expressing feelings such as "I need you" or "I love you" to persons of the same sex for fear of being labeled a "fag," a homosexual. Males also are likely to lack role models to assist them in developing meaningful friendships. So for some it may require hard work to learn how to trust somebody with their innermost thoughts, to share the excitement about their lives, and to show their uniqueness. But those who are able to do so can establish meaningful and satisfying friendships and thus enjoy life more fully.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• Each person must decide for him/herself what a good friend is.<br>• The criteria for friendships change as you change. | ACTION: As a result of this program, adolescent viewers may:<br>• Become more skilled in making friends.<br>• Enjoy more meaningful and satisfying friendships.<br>• Think more seriously about their friends and what those friends mean to them. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Ask the students to write their own definitions of the word *friend.* Have the students share their definitions.
2. Have a class discussion on the topic of friendship, emphasizing the following points:
   - There are many different kinds of friendships (from the very close friend to the casual friend).
   - The criteria for friendships change as you change.
   - Friends often influence a person's health behaviors (such as eating practices, physical activities, use or nonuse of tobacco and alcohol).
   - Each person must decide for him or herself what a good friend is.

### FOCUS ON THE PROGRAM

Explain that this program is about *friendship.* Ask the students to look for the qualities that Hector and Beto, each in his way, look for in a good friend.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. Why do you think Beto and Hector were friends? In what ways were they alike? How were they different?
2. In what ways was Beto's friendship beneficial to Hector? In what ways was Hector helpful to Beto? (Have the students include the influence the boys may have had on each other's physical, emotional, and social growth.)
3. What characteristics seemed to be important to Beto in a good friend? What seemed to be important to Hector?
4. If you were in Hector's situation, would your friendship with Beto be different from now on? Explain.
5. How would you describe Beto and Theresa's relationship? Hector and Theresa's relationship?

6. In your opinion, what qualities are important in a friend? What makes a person a "real" friend?

**SUGGESTED ACTIVITIES**

1. Ask the students to write a brief description of their best friend. (Instruct them to omit the name of the individual.) After they have finished, ask for volunteers to share what they have written.
2. Have the students complete the reproducible activity "Friends" located on page 55 of this guidebook. Discuss the results of the surveys.
3. Have the students prepare an ad as if it were to be placed under "situations wanted" in the classified section of a newspaper. The situation wanted is to be someone's "best friend." Included in the qualifications could be information such as age, sex, years of experience as a "best friend," and references of people who previously employed the applicant as a "best friend." The ad also should state why the applicant wants to become a "best friend."
4. Have the students, in small groups, discuss the role of a good friend in each of the situations listed below. (Encourage the students to add situations to be discussed.) Ask each group to share with the whole class a brief summary of what they consider to be the actions of a good friend in each instance.
   - You are attracted to the boy (girl) friend of your best friend. He (she) unexpectedly asks you for a date. How should you respond?
   - A friend confides that he or she is a "hidden" alcoholic. What should you do?
   - A close friend has just spent the weekend finishing a term paper that is due the next day. The friend is happy and proud that the assignment is completed. You are asked to read it and give your opinion. You think the paper is written *very* poorly. How should you respond?
   - You observe your friend's steady boy (girl) friend out on a date with another person. Do you tell the friend?
5. Ask each student to write a short paper on the topic "How Can I Be My Own Best Friend?"
6. Have students locate places in the community where a teenager could serve as a friend to someone in need of a friend. (Examples are "Big Brother" and/or "Big Sister" programs, nursing homes, day-care centers, hospitals.) Invite a representative of an agency such as the Red Cross or a community mental health association to talk to the students about techniques of rendering services to others. If possible, provide an opportunity for the students to spend time in one or more of the places in the community so that they can practice the techniques they have learned.

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Bensman, J., and Lilienfield, R. "Friendship and Alienation." *Psychology Today*, October 1979, pp. 56-66, 114.
   (Two sociologists explore the diversity and depth of friendships at various stages of life.)
2. McGinnis, A. *The Friendship Factor*. Minneapolis: Augsburg Publishing House, 1979.
   (This book discusses how to be a warmer, more lovable person, how to communicate better with the people you care for, and how to resolve tension in your relationships.)
3. Olds, S. "How Good a Friend Are You?" *Ladies' Home Journal*, September 1978, pp. 64-68.
   (Ten dilemmas and their outcomes are presented. One example is, "Do you tell a friend the truth even when it might hurt him/her? Even when it might hurt you?")
4. Parlee, M. "The Friendship Bond." *Psychology Today*, October 1979, pp. 43-54, 113.
   (This article covers a survey of 40,000 readers who indicated what they looked for in close friends, what they expected of friends, what they were willing to give in return, and how satisfied they were with the quality of their friendships.)

# Getting Together

***Understanding the nature of love and learning to express love in a variety of ways are natural and necessary tasks during adolescence.***

## PROGRAM SUMMARY

Dave thinks he's in love with Cindy although they've been dating only a short time. When he gives a birthday party for her, her former boyfriend, Rob, crashes it. Dave wants to throw him out, but Cindy doesn't want a scene and asks him not to.

A series of flashbacks reveals Rob and Cindy's long relationship, both the good times and the bad. They had reached a point where all they seemed to do was argue and had agreed to break up.

As the party progresses Rob and Cindy continue to gravitate toward each other, and it becomes obvious to everyone that things are not over between them. Finally Dave angrily accuses Cindy of using him. Cindy denies it, leaves the room, and Rob follows. Rob asks Cindy to leave the party with him, but she refuses saying that Dave is her date. Meanwhile Dave bursts all the balloons and, as a finale, dumps the cake at Cindy's feet when she comes back in the room.

Cindy apologizes for what she's put Dave through, and as the two begin to clean up, Rob heads out the door.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*Love is often an intense preoccupation during adolescence.* Love relationships not only give satisfaction in their own right, but contribute to growth. Such relationships can help young people understand the ways to express love, the personal styles of establishing and maintaining a close relationship, and the feelings of acceptance and worth that come from being loved.

Adolescents have questions about love (as is the case for many others). What is it? How do you know if you are in love? Is physical intimacy essential in a love relationship? What is the difference between love and infatuation? And the list goes on.

The following themes about love are widely supported in literature on the subject:

1. *The need to give and receive love is basic to human beings.*
2. *To love, a person has to care about him/herself first.* With this strong concept of self, a person has more to give—and thus to love.
3. *Love means different things to different people.*
4. *The quality of love is special in each relationship.* There is no one "right" way to feel love or to give love; love is private. For some, physical intimacy is a sign of love. For others, restraining oneself from physical intimacy is a sign of love.
5. *There are usually fears, doubts, or insecurities associated with love.* The intensity of the feelings associated with love can seem overwhelming.
6. *A love relationship involves both giving and receiving.*

In a discussion about love, two major views usually emerge: a *romantic* view and a *practical* one. People who have the romantic view tend to think of love as mysterious, passionate, exciting, absorbing, and eternal. People who have a more practical view of love think of *growing in love* rather than falling in love. They view love as a learned phenomenon. Love that lasts seems to have both romantic and practical elements; the love grows and changes as the partners grow and change.

*A love relationship involves one's total being*—a person's physical, emotional, intellectual, social, and spiritual dimensions. The *physical* aspect of love involves sexual desire. In addition to the desire for sexual intercourse, it includes the desire to touch the loved one, to hold hands, hug or kiss. The latter are often more effective means of conveying love than the act of sexual intercourse. Although sexual desire is a natural and pleasurable part of love, love encompasses much more than sexual desire. At times love will mean postponing one's own gratifications to meet the needs of the loved one.

There are many *emotions* or feelings involved in a love relationship. These include trust, respect, affection, caring, and a sense of giving of oneself. Because love involves a commitment to the happiness, security, and well-being of the loved one, there are also feelings of contentment and satisfaction as one gives and receives love.

The *intellectual* part of one's being has a lot to do with the way that one communicates with the loved one, is able to interpret and meet the needs of the loved one, and is able to work out problems.

The *social* aspect of love involves dealing with one another in a way that enhances the social well-being of each. It is important that the partners are open with one another and that they are friends. Because friendships with others are also important, love tolerates and encourages these relationships. For example, each person in a love relationship must learn to accept, if not really like, the people who are important to the other person.

The *spiritual* aspect of love involves forgiveness, patience, honesty, and loyalty to one another. It also includes establishing a relationship that is compatible with one's values and spiritual beliefs.

Because a love relationship does involve one's total being, it is essential for the health and happiness of the partners that each be committed to the growth and well-being of self and loved one.

## OUTCOMES

KNOWLEDGE: Following this program adolescent viewers should understand that:

- The quality of love is special in each relationship. There is no one "right" way to feel love or to give love; love is private.
- A love relationship involves both giving and receiving.
- For some, physical intimacy is a sign of love. For others, restraining oneself from physical intimacy is a sign of love.
- There are usually fears, doubts, or insecurities associated with love. The intensity of the feelings associated with love can seem overwhelming.

ACTION: As a result of this program, adolescent viewers may:

- Explore and develop a variety of ways of expressing love.
- Be more willing to risk expressing love.
- Be clearer about the relationship between physical intimacy and love.

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Ask the students to write their own definitions of the word "love" in twenty-five words or less. (You may want to make this a homework assignment.) Then divide the students into small groups, and after they share what they wrote, have them try to get group agreement on a definition of love. Finally, see if they can agree as a class on a definition of love.

2. To help the students have a better understanding of the nature of love, paraphrase information from the section called "Background Information About the Topic." If time permits, select one or more statements from the background information for further discussion.

### FOCUS ON THE PROGRAM

Explain that this program is about love. Ask the students to look for the ways that Cindy and Rob show their love for one another. Ask them also to look for the other feelings that Cindy and Rob experience as a part of their relationship.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. What were some of the feelings that you had during the program? If you could, how would you change the ending of "Getting Together"? Why?

2. How do you feel about Rob's "crashing" the party? Why do you think it was so important to him to be there?

3. Which of Cindy's actions at the party do you agree with? Which do you disagree with? Explain.

4. What were some of the ways that Cindy and Rob showed their love for one another?

5. What other feelings did Cindy and Rob experience as a part of their relationship? Do you think these other feelings are typical in a love relationship? Why or why not?

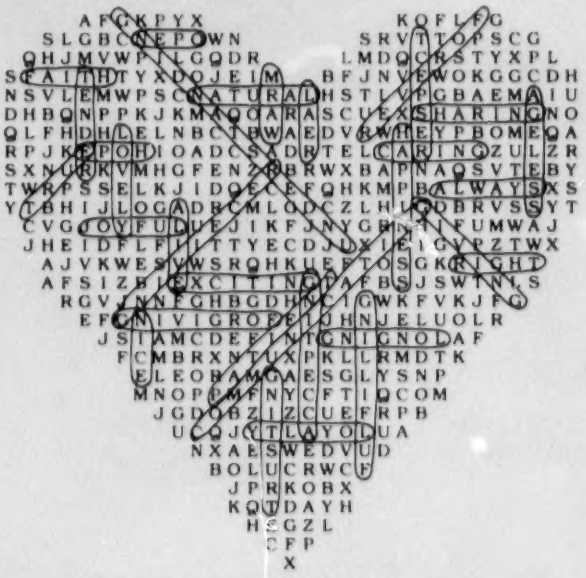
6. Do you think Cindy and Rob were "in love"? Why or why not? How does one know if one is in love? What is the difference between love and infatuation? (Note: An important point is that time can help answer this question.)

7. When a person is "in love," what are some of the physical reactions that can take place when the individual thinks about or is near the loved one? (Examples: An increase in pulse rate, heart beat, and energy level; unsettled feeling in the stomach; "light" feeling in the head; and sexual desires such as the desire to touch, hold hands, or kiss the loved one.) How are these physical reactions the same or different from those caused by other strong emotions such as anger, joy, or fear? If one does not experience these physical reactions, does that mean the person is not in love?

8. A love relationship involves both giving and receiving. What is meant by that statement? Give examples of giving and receiving in a love relationship.

### SUGGESTED ACTIVITIES

1. Have the students complete the reproducible activity "What Is This Thing Called Love?" located on page 56 of this guidebook. You might also have students list words that are not included in the heart. Have them share their lists. Important words included in the heart are: accepting, communicating, loyalty, happiness, exciting, joyful, caring, trusting, fulfilling, receiving, giving, forgiving, understanding, tender, lovely, longing, respect, natural, sharing, ageless, open, warm, nice, patient, faith, alive, always, hope, true, real, forever, right. The key is below:



2. Have the students write a song, poem, or letter, draw a picture, or make a collage expressing love. With the students' permission, display these items in an appropriate location. As a follow-up to this activity, have the students as a whole class or in small groups make up a list of other ways of expressing love. If the students work in small groups, have the groups share their lists.

3. Discuss the many different ways people use the word *love* to express their feelings for other people, places, things, or happenings. (Examples: "I love pizza." "He loves to play football." "I'd love to go to Hawaii." "She loves working with people." "I love my family." "You don't love me." "He really loved that dog." "I love you.") Discuss: a) the meanings of the word *love* as it is used in these instances, and b) how the frequency and variety of ways that the word *love* is used may influence our understanding of love. (The Greek language uses four words to describe four different kinds of love: *storge*—love of parents and children; *philia*—friendship love; *erōs*—romantic love; *agapē*—neighbor love.)

4. Ask the students to bring to class their favorite love song or poem. In small groups, have the students share their items and discuss them. Points for the students to consider in their discussions are: What main message of the poem or song appeals to the student who brought it in? Is there any one message that can be found in all of the poems or songs? Do all group members agree with the thoughts contained in all of the poems and songs? Why or why not?

5. Have the students choose one of the items listed below, consider it, and report their conclusions to the class. (You or the students may want to add to the list.) After the students have selected a topic, you may want to divide them into small discussion groups according to the topic they chose. The students could then report their conclusions to the class individually or as a group.

**THINGS TO CONSIDER**

- Point of View: For some, physical intimacy is a sign of love. For others, restraining oneself from physical intimacy is a sign of love.

  In your opinion, is this true? Why or why not? If you agree with the statements, list as many instances as you can where each would apply. (Remind the students not to include the names of individuals in their explanations.)

- Point of View: Falling in love is something that happens to us. Staying in love is something we make happen.

  Do you agree with this thinking? Why or why not? List as many reasons (or ways) as you can why (or how) a couple stays in love.

- Is it possible to become truly oneself and also have a happy developing marriage? If both are not possible, which is more important? Why? If you believe both are possible, explain how it can happen.

- Point of View: One of the keys to a successful love relationship is that the partners understand their own personal needs and that they communicate these needs to the loved one.

  Make a list of from fifteen to twenty things that *you* would expect a love relationship to provide. Then go back and rank the items according to their importance to you.

- Point of View: Sometimes loving a person means letting go of that person. For example, parents must learn to "let go" when children grow up and leave home.

  What feelings do you think a person has when he or she must let go of a loved one? How can the letting go be made easier? What are some specific things you would recommend to a person who is struggling with being apart from a loved one?

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Buscaglia, L. *Love*. New York: Fawcett Books, 1972.
   (This book is about the power of love, what it is and what it isn't, and ways of expressing love.)

2. Fromm, E. *To Have or To Be*. New York: Harper and Row, 1976.
   (This book is part of the World Perspectives Series—a series revealing new trends and creative forces in our society. Fromm's thesis is that there are two modes of existence struggling to control mankind: the *Having* mode, which concentrates on material things, power, and aggression; and the *Being* mode, which is based on love, sharing, and meaningful activity.)

3. Gaylin, W. "Being Touched, Being Hurt." *Psychology Today*, December 1978, pp. 117-120, 138.
   (This article suggests that we can be touched and delighted by an unexpected kindness or courtesy from a stranger, but when we are hurt, it is invariably by those we love.)

4. Kaye, E. "Warning: Falling In Love May Be Hazardous To Your Health." *Family Health*, March 1978, pp. 22-25.
   (This article explains how one in love tends to think about everything in terms of the loved one and how a person in love can deal objectively with the loved one.)

5. Powell, J. *Unconditional Love*. Niles, Illinois: Argus Communications, 1978.
   (The author contends that we all operate with one dominant life principle and suggests that love is the best one.)

# Side by Side

***Prejudice has harmful consequences for both the target of the prejudice and the prejudiced person.***

## PROGRAM SUMMARY

It's time for the senior prom, and Nancy and her date plan to double with Jennifer (her longtime neighbor and friend) and Richard. But Richard has made plans to go to his country club for dinner before the prom, and Nancy, a Chinese-American, would not be admitted there. When Nancy overhears Jennifer and Richard talking about the club rule, she is shocked and hurt, especially by her best friend's apparent intention to go anyway.

Nancy slips away and hurries home where she tells her mother and her brother Eugene about Jennifer's betrayal. Eugene is very angry. His response to prejudice is to fight. Mrs. Pong tells Nancy she must talk to Jennifer.

Jennifer senses that Nancy knows and goes to the Pong house to talk. Richard waits for her outside. Eugene comes by, and the two fight. Richard drives away, and Eugene goes inside bloody but gleeful.

Jennifer runs out to look for Richard, still not having leveled with Nancy about the country club. Nancy follows and asks why she hasn't told her yet. Jennifer replies that she is not going with Richard. Nancy, still angry, does not believe her and walks away.

## BACKGROUND INFORMATION ABOUT THE TOPIC

Prejudice is an opinion or feeling developed without knowledge or reason. Most, if not all, people have some prejudice. *Prejudice may be directed toward the old, the young, women, men, the rich, the poor, or groups of any kind.* Congressional acts, court decisions, and executive orders have attempted often to eradicate prejudice and discrimination. Yet such attitudes continue to directly affect people's lives.

*Adolescents encounter discrimination in a variety of ways* as they expand their participation in broader community settings. A major factor in establishing barriers among adolescents is the different rates at which they mature—socially and physically. Their social groups often discourage participation with those of different racial, religious, or socioeconomic backgrounds. Adolescents may encounter discrimination in school as a consequence of teacher prejudice, activity groupings, and academic/athletic ability. They may encounter discrimination as they seek employment—in hiring practices, job opportunities, and salary.

*Prejudice is acquired in a variety of ways.* Initially it may result from the importance we attach to group membership and the rules we must follow to remain in the group. It may result from unmet sociopersonal needs. Fear of the unknown, especially of persons who appear different, is another potential source of prejudice. Stereotypes are often formed because of false or limited information.

For whatever reason, *prejudice and discrimination have destructive consequences*, not only for the target but for the prejudiced person as well. Targets of prejudice often react with feelings of distrust toward all members of the group from which they perceive a prejudicial attitude or behavior. They develop feelings of self-doubt or low esteem. They may develop negative feelings toward members of their own group, somehow making them responsible. Finally, they may develop strong feelings of self-hatred.

Prejudiced people also suffer certain consequences. They tend to be more rigid in their attitudes and feelings, seeing all things as absolutes. They are less likely to think of and accept alternative positions and views. Prejudiced people seem more resistant to change. They are more fearful of strangers, foreigners, and those who appear different from themselves.

One real tragedy of prejudicial thinking is that it robs us of rich resources and opportunities by restricting our world. It stunts our growth. Some prejudice can be overcome simply by gaining new information and new insights. Other forms of prejudice are much more deeply ingrained and are overcome only with persistence.

Young people especially may need help in handling prejudice. Depending upon the situation, they can be encouraged to:

1. *Seek social experiences with people who value them as persons.*
2. *Become more aware of the influence prejudice may have on self concept.*
3. *Seek help or guidance from persons they respect in handling situations as they arise.*
4. *Organize or support groups that work to overcome prejudice in appropriate ways.*
5. *Write letters of objection to the producers of media that support stereotyping, and letters of support to producers who counter stereotyping.*
6. *Write letters to public and/or private sector officials calling their attention to a restrictive practice or policy and its harmful effects.*
7. *Become more sensitive to the prejudiced person's problem.*
8. *Learn more about prejudice and effective strategies to deal with it.*

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand:<br>• The harmful consequences of prejudice for both the target of the prejudice and the prejudiced person.<br>• Some ways of handling prejudice when you are its target. | ACTION: As a result of this program, adolescent viewers may:<br>• Develop new ways for handling prejudice.<br>• Recognize prejudiced attitudes in self and others.<br>• Seek social experiences with people who value them as persons. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Have the students complete the reproducible activity "Prejudiced—Who Me?" located on page 57.
2. Have a class discussion on the topic of prejudice, emphasizing the following points:
   - Definition of prejudice.
   - The many different kinds of prejudice.
   - Causes of prejudice.
   - Relationship between stereotypes and prejudices.
   - The harmful consequences of prejudice for the target of the prejudice.
   - The harmful consequences of prejudice for the prejudiced person.

### FOCUS ON THE PROGRAM

Explain that this program is about prejudice. Ask the students to look for the harmful consequences of prejudice for Nancy, who is the target, and for others who are involved.

# AFTER THE PROGRAM

## PROGRAM DISCUSSION QUESTIONS

1. How did the program make you feel? What impressed you most in the story?
2. How would you explain racial discrimination?
3. Do you think the two girls will ever be friends again? Why or why not?
4. What do you think may have been the root causes of Richard's behavior? What impact do you think this experience may have on him?
5. How do you feel about Jennifer's actions? How do you think she was feeling at the end of the program? What should Jennifer do now?
6. How much of an impact on Nancy do you think this experience of prejudice will have? What impact do you think it will have on Eugene?
7. How do you feel about the way Nancy handled the situation? How do you feel about Eugene's actions?
8. What should Nancy do now? What sources of support might be helpful to her?

## SUGGESTED ACTIVITIES

1. Have the students anonymously submit written examples of prejudice that they have experienced or observed. Ask them to add their perceptions of why the prejudiced person(s) behaved in that manner. Read these experiences aloud, and discuss the possible harmful consequences of the prejudice for both the target of the prejudice and the prejudiced person.
2. Have the students, in small groups, discuss ways of handling prejudice when one is its target. Have each group make up a list of what they consider the most effective ways of dealing with prejudice. Have the groups share their lists.
3. Have each person write an ending to the program story in which both Nancy and Jennifer use this experience with prejudice to their advantage or the advantage of others. Discuss the different endings.
4. Ask the students to study the life of a famous person who overcame a significant obstacle such as a physical handicap, low economic status, or racial barriers to make an important contribution to society. Have the students report (orally or in writing) on the individual's life and what they think was the motivating force(s) or reason(s) for the person's success.
5. It may be useful for students to experience the feeling of being an "outsider," oppressed and discriminated against. This activity, to be effective, should take place over one week.*

   Directions:

   Randomly divide students into three groups. Each group should be identified by a distinguishing characteristic. For example, the groups could wear different colored arm bands. Explain to students that it is important for everyone to participate by not engaging in conversation with anyone outside their "color."

   The teacher should:

   One day show partiality to the first group of students, the next day to the second group, and the next day to the third group. (For example, allow special privileges, refuse to recognize those that are not favored for the day, give treats.)

   At the end of the week ask students to discuss:

   - How did you feel when you couldn't talk with your friends?
   - How did others react to you?
   - Did you notice certain reactions because of your "color"?
   - How did you feel when you couldn't talk with anyone but those of the same "color"? How did you want to react?
   - How did you feel toward those who were the same "color" as you?
   - Did you learn something about people? Explain.
   - Where do we learn our prejudices?
   - How can you begin to overcome your own prejudices?

*Adapted from an activity in the *Guide to Self Incorporated*, Agency for Instructional Television, 1975, p. 26.

## RESOURCES

The following resources are available to assist you in learning and teaching about this program topic:


1. "Now, A Drive to End Discrimination Against 'Ugly' People." *U.S. News and World Report*, 23 August 1976, pp. 50-52.
   (This is an interview with psychologist Leonard Saxe on how and why people described as ugly are discriminated against.)
2. Bullock, C. "Contact Theory and Racial Tolerance Among High School Students." *School Review* 86 (1978): 187-213.
   (This article explores the theory behind desegregation: the cross-racial contact that results from bringing whites and blacks together will lead to a better understanding, and this should promote greater racial tolerance.)
3. Comer, J., and Poussaint, A. *Black Child Care*. New York: Simon and Schuster, 1975.
   (Two black psychiatrists discuss in question-and-answer format how to bring up a healthy black child in America.)
4. Ponzo, Z. "Age Prejudice of 'Act your age'." *Personnel and Guidance Journal*, November 1978, pp. 140-144.
   (This article explains how life-style decisions are often adversely influenced by prejudicial attitudes, norms, and laws about age.)

# Solo

## (Alone vs. Lonely)

***It is normal to experience feelings of loneliness, but time spent alone can be enjoyable and beneficial.***

### PROGRAM SUMMARY

Ben is alone a lot lately, and when he's alone, he's lonely. He and his family have moved forty miles from town to live on the farm with Grandpa. He has lost his driver's license because of two speeding tickets. His mother has gone on a trip, and he is stuck on the farm with Neal, his older brother, and Grandpa.

Neal and Grandpa often enjoy being alone. Neal plays his harmonica, fishes, and jogs. When Ben tries to join in their activities things don't work out. After a week without seeing his friends, Ben becomes upset when Grandpa tells him he's spending too much time on the sofa. He takes the keys to Neal's car and leaves, but ten minutes away, the car runs out of gas.

Furious and frustrated, Ben starts back to the house on foot. As he comes over a hill, he sees Grandpa planting seedlings by his wife's grave in the family cemetery. He stops to help, and as they talk Ben begins to understand the difference between being alone and being lonely.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*Being alone and being lonely are two separate states of being.* Many people, especially adolescents, confuse the two. From our early days we are programmed to believe that it is unnatural and unhealthy to be alone. When we find ourselves alone, we tend to panic and wonder what's wrong with us. In the adolescent's mind, for example, it is "unnatural" to be alone on Friday night. This *fear of being alone has been known to drive young people into indiscriminate relationships*, including marriage.

While a desire to be alone for long periods of time may be the exception, ordinary people can be alone without being lonely. In fact, many people live alone by choice and do not find that this restricts their opportunities for satisfying their social needs. *There can be therapy in being alone.* In crowded situations people are often overloaded with stimuli (stimuli can include other people) to a point of physical and emotional stress. The cure is solitude and stillness, a time out from social contact. Aloneness can be a healer.

*Most of today's adolescents have not had to develop skills to deal with being alone.* If friends are not around, television and radio can fill the alone moments. But being alone and experiencing one's self as alone are natural and necessary for self growth. It is important to claim time for private experiences and to understand that being alone can strengthen personal confidence. It is also important that teachers give support to this idea of the value and significance of aloneness.

One can be surrounded by people and yet be lonely, a phenomenon that many adolescents will attest to. Although there has been little research on loneliness in America, the available data suggest that *loneliness is a rather common occurrence.* One national study done several years ago found that within any period of several weeks, more than a quarter of all American adults feel painfully lonely.

Another study, which compared the loneliness of adolescents and adults, found that adolescents were much more volatile than adults in their reporting of loneliness, swinging more readily from one extreme to the other. Adolescents reported loneliness more often at times when they were at home—in the evenings when they "knew" that all of their friends were out having a good time.

According to Robert Weiss, "father of loneliness research," *loneliness results when either or both of two essential social provisions are missing.* The *first is a need for attachment*, which for most people is provided by a close relationship with another person, such as a family member. *The second essential is a need for a sense of community*, which is best provided by a network of friends who share our interests and concerns. The absence of either of these provisions can result in loneliness. The loneliness of emotional isolation (the absence of attachment) results in a more acutely painful, restless state than the loneliness of social isolation (the absence of community). Social isolation is commonly experienced as a mixture of feelings of rejection or unacceptability, together with mounting boredom.

*Loneliness can affect the adolescent with varying frequency, intensity, and duration.* The loneliness may be chronic when an individual finds it difficult to establish interpersonal relationships over a long period of time. Loneliness may also be situational, experienced as one moves into new life situations. When the familiar is missing, feelings of loneliness are apt to arise and will linger until new social contacts are developed. Transient loneliness is probably the most common of all. This is the periodic passing mood that disappears when someone joins us. It is important for adolescents to know that *all people are lonely at times* and that *steps can be taken to reduce the frequency and intensity* of this feeling.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• Loneliness is normal; it is felt by everybody.<br>• Some ways of coping with lonely feelings are:<br>1) Accepting/confronting your feelings;<br>2) Talking about your feelings with others;<br>3) Using times when you feel lonely to do things you can enjoy doing alone.<br>• There is a difference between being alone and feeling lonely. | ACTION: As a result of this program adolescent viewers may:<br>• Value time spent alone.<br>• Be more comfortable with time spent alone.<br>• Cope more effectively with feelings of loneliness.<br>• Use time alone more constructively. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Discuss the differences between feeling lonely and being alone.

2. In small groups, have the students discuss "time spent alone." Points to be discussed might include:
   - Feelings often experienced when alone.
   - The need for more or less time to be alone.
   - Benefits of spending time alone.
   - Places where a person can enjoy being alone.
   - Activities that can be enjoyed alone.

### FOCUS ON THE PROGRAM

Explain that this program is about spending time alone. Ask the students to look for the differences in the ways that Ben and Neal handle being alone.

# AFTER THE PROGRAM

## PROGRAM DISCUSSION QUESTIONS

1. Why do you think Ben felt lonely? Why do you think Neal did not experience the feeling of loneliness as much as Ben, even though he spent more time alone?
2. What are some of the differences in the ways that Ben and Neal handled being alone?
3. What might be some negative outcomes of being alone for long periods of time? Some positive outcomes? (Include possible effects on one's physical, emotional, and social well-being.) In your opinion, can a person spend too much time alone?
4. What are some factors that could contribute to feeling lonely? What factors could prevent or lessen the feeling of loneliness?
5. What are some ways to enjoy time alone?
6. What advice would you give to someone who is feeling lonely?

## SUGGESTED ACTIVITIES

1. Ask the students to complete the reproducible activity titled "Alone But Not Lonely" located on page 58 of this guidebook. If they need help to get started, have a class discussion on ways to use time constructively.
   Examples:

   To improve *emotional* health: Learn how to better recognize, understand, and express feelings; learn how to relieve tension with appropriate leisure activities; explore alternatives for dealing with anger; discover new ways to handle depression. To improve *spiritual* well-being: read a spiritual book; save time each day for meditation, thought, and/or prayer; assess your value system to obtain a better understanding of self; select a highly valued personal skill (such as showing love or dealing with conflict) and think about how to develop it more fully. To improve *intellectually*: read a book a week or an article each day; improve your math skills; improve concentration or study skills; add a vocabulary word each day; select a periodical that covers world events and begin reading each new issue.

   After the activity sheets have been completed, ask for volunteers to share the activities they decided upon.
2. Have each student write a poem or essay on "Loneliness." Issues to be considered for discussion in the writings are:
   - Why all people are lonely at times.
   - Why a person can be surrounded by many people and yet be lonely.
   - Ways to cope with feelings of loneliness.
3. Present the following problem for the students to solve, individually or in small groups. Explain that the problem is a very common, and often difficult one for parents to handle. Challenge the students to come up with a good solution.

   SITUATION:

   A child complains of being "bored." You suggest several toys, games, and other activities that the child might enjoy but none of these appeals to the youngster. Later, you notice that the child appears sad and lonely.

   (You may want to add more details to the situation or create more information about the nature of the child. The students may choose the age of the child, or you could assign each group of students a child of a different age.)

   Ask the students what they think is the best way to handle this situation. You can suggest that they use the steps outlined in the activity "Thinking It Through" located on page 63 of this guidebook. Have the students share their solutions.

   You might also have the class vote on the best solution(s) and then forward this advice to an appropriate newspaper columnist.
4. As a class project, have the students make a slide presentation of beneficial ways to enjoy time alone. Students could be asked to:
   - Write a short story or script. Come up with a catchy title for the slide show.
   - Take slides of drawings, photographs, or magazine pictures that illustrate the story or script.
   - Create dialogue to go with the slides.
   - Present the slide show to other classes of students or community groups. (Students in grade levels *lower* than the students presenting the program are an ideal target audience.)

## RESOURCES

The following resources are available to assist you in learning and teaching about this program topic:


1. Beck, A., and Young, J. "College Blues." *Psychology Today*, September 1978, pp. 80-92.
   (This article identifies four kinds of loneliness: feeling unloved, which may be the most painful; feeling one is not part of a group [exclusion]; feeling that one's thoughts are bottled up inside [constriction]; and, feeling that one is completely different from all others [alienation]. The article also distinguishes between being chronically lonely, situationally lonely, and transiently lonely.)
2. Rubin, Z. "Seeking a Cure for Loneliness." *Psychology Today*, October 1979, pp. 82-90.
   (This report of a national conference on loneliness suggests that loneliness is more of a problem for adolescents than for the aged and that the fear of being alone can cause as much heartache as loneliness itself.)
3. Vanderbilt, G. "Loneliness Can Bring You the Freedom To Discover Yourself." *Vogue*, February 1979, pp. 180-81.
   (This article explains how being alone can be creative and regenerative.)
4. Wassmer, A. "Seeing Through Shyness." *Family Health*, March 1979, pp. 32-34.
   (This article explains how shy people often labor under the misconception that they have to come up with comments that are interesting, entertaining, or profound, while non-shy people realize that the most important ingredient for a successful conversation is careful, appreciative listening.)

# Behind the Scenes

## (Accepting Feelings)

***Recognizing, understanding, and expressing feelings are keys to good health.***

### PROGRAM SUMMARY

David's girl friend, Miranda, persuades him to meet the director of the play in which she has a part. She is hoping that Susan, the director, will be able to talk David into being in the play. David finally agrees to be in it because he is attracted to Susan. The more they are together for rehearsals, the stronger David's feelings grow. His feelings change toward Miranda, and he frequently finds himself losing sleep and having romantic fantasies about the play director.

One night David goes to Susan's apartment to tell her how he feels. He finds her boy friend there and leaves without telling her why he came. He is so upset, angry, and preoccupied with his feelings that he almost causes a car accident. Finally, after David's preoccupation interferes with his acting ability and he accidentally injures Miranda during rehearsal, Susan succeeds in getting him to tell her what's bothering him. She is shocked when David says he is in love with her, and she tells him he's mistaken. David becomes angry at this, and Susan, unable to cope with these surprising events, tells David that she'll discuss it with him later and quickly leaves the room.

Miranda, who has been eavesdropping, tells David that she doesn't understand why he didn't tell her how he felt. David explains that he "didn't know how." As he apologizes to Miranda, the viewer understands that David has learned a lot "behind the scenes."

## BACKGROUND INFORMATION ABOUT THE TOPIC

*Feelings are natural and necessary to growth and well-being.* It is healthy to feel anger when one is frustrated, discriminated against, or made to feel stupid. It is healthy to feel fear when threatened with physical pain. It is healthy to feel anxiety when anticipating a new experience. It is also healthy to feel joy when you love someone. Feelings indicate how we are reacting to the world around us. They do not tell us what to do. They are signals of comfort or pain, pleasure or displeasure. They are also messages to others about what is happening inside us. In that sense, they have important value for meaningful social relations. The existence and importance of these feelings are incontestable. The key issue is, how should they be managed?

*The adolescent,* because of the rapid changes associated with growth during the teen years, *is likely to experience exaggerated mood swings and periods of intense emotion.* These feelings demand expression in one way or another. If they are not directed to the appropriate target—as they should be—the feelings will find expression wherever they can, sometimes in the wrong place at the wrong time.

*There are at least three basic means of expressing feelings.* One is *direct expression.* The physical changes that accompany feelings prepare the body to protect itself from fearful situations or to move toward comforting situations. However, we often criticize those who express their feelings directly. We punish those who respond aggressively, shame those who run away, and tease those who are overly affectionate. The direct expression of feelings often creates additional problems and complicates coping with the original cause of the feeling.

A second way of dealing with feelings is through various *defense mechanisms* (rationalization, projection, withdrawal, regression, etc.). These are psychological processes by which a person protects him/herself from feelings and situations that are unacceptable or overwhelming. These are called learned responses to threatening feelings. In using these we deny the real source of the feeling and tie up much psychic energy in the process. They do tend to buy us some time in our search for an appropriate way to react. When defense mechanisms are used in a temporary way to handle intense emotions, they are natural and normal.

The third alternative can be termed *"coping" with feelings.* Several principles seem to be important here. First, we must be able to recognize our feelings. Second, it is essential to be able to identify the personal meaning of the feelings. What events, people, or inner states (conflicts, thoughts, wishes, fears) are causing these feelings? Third, it is important to express feelings that one wishes to express but to control the expression when it might be inappropriate. We should appreciate the impact that expressing one's feelings may have on others and our relationships with them. We should identify the feelings when they first occur, and take them into account when deciding on a course of action.

*Understanding our feelings is a first step toward managing the moods that follow.* If we can determine a reason for feeling as we do, we are in a better position to control a mood rather than let it control or immobilize us. We must learn to analyze our own feelings, to be able to tell what they are, where they are coming from, and when to express them. Such ability is essential for self-insight and for establishing meaningful relationships with others.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that it is important to:<br>• Accept strong feelings as normal. This is vital to social, emotional, and physical health.<br>• Be able to express feelings that one wishes to express.<br>• Be able to control the expression of feelings one does not wish to express. | ACTION: As a result of this program, adolescent viewers may:<br>• Better regulate the expression of feelings.<br>• Explore new ways of expressing feelings.<br>• Experience fewer of the physical symptoms associated with denial of feelings. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Discuss the difference between "accepting" and "denying" feelings. Divide the class into small groups. Ask the groups to list at least three problem situations likely to arise in the life of a fifteen-to-seventeen-year-old. Opposite each situation have the group record examples of "accepting" responses and "denying" responses. Discuss the situations and responses.

   SAMPLE SITUATION:

   A person is unable to find a summer job. Accepting response: "I am disappointed, feeling anxious." Denying response: "I don't care. I don't need a summer job anyhow."

2. Discuss how easily accidents can occur when a person is emotionally upset. Ask the group if they can cite examples of accidents that resulted from someone being emotionally upset. Discuss ways that these accidents could have been prevented.

   NOTE: Accidents are the main cause of death among the high school age group. The majority of these accidents involve a motor vehicle.

### FOCUS ON THE PROGRAM

Explain that this program is about accepting feelings. Ask the students to look for the feelings that David experiences and how he deals with them.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. How would you describe David's feelings toward Susan?
2. What happened to David when he did not express his feelings? What happened to David when he did express his feelings? In your opinion, should David have told Susan how he felt about her? Explain.
3. What do you think are some reasons why people do not express themselves. Give some examples of times when you think a person should not express his or her feelings. Give examples of times when one should.
4. What do you think are some desirable ways to show feelings of love? Anger?
5. What are some physical symptoms that can occur when feelings are denied? Emotional symptoms? Social consequences?
6. Do you think that men and women usually express their feelings in the same way? Explain.
7. What do you think are some feelings that are especially hard for fifteen-to-seventeen-year-olds to express? Explain.
8. What are some steps that can be taken to help control feelings that one does not wish to express?

### SUGGESTED ACTIVITIES

1. Bring in magazine pictures that depict people experiencing different feelings, such as fear, anger, joy, boredom, sorrow, anxiety, guilt, love. Ask the group to cite examples of situations that could have caused each of these emotions. Discuss why people may react differently to the same situations. If possible, display the pictures in the room, perhaps in a collage.
2. Plan a debate between members of the class on this statement:

   It is more important for a person to behave in an appropriate way than to be able to express his or her feelings.
3. Develop a series of skits about experiences that are likely to cause strong feelings, such as studying hard for a test and then failing it, having a family member or friend involved in a serious accident or illness, being fired from a job, deciding to go to college but lacking the grades, breaking up with a boy friend (or girl friend). Have two persons take part in each skit. One person has the problem and the other person performs as the "helper." Have the class discuss how the problem was handled.
4. Invite a speaker from a "Hot Line" center or from another agency that assists adolescents with their problems. Ask the speaker to discuss the kinds of problems that he or she normally deals with and the role of the agency in assisting adolescents.
5. Ask the class to make a list of our emotional needs, such as security, love, achievement, sense of personal worth, need to create. Opposite each of these needs, have them first list the feelings that one might experience if the need is not met, and next, the feelings that are likely to occur when the need is met. Discuss ways in which each of these needs can be met.
6. Ask the class to suggest ways that the school (or church or community) could be more helpful in preventing or solving some of the problems adolescents face. Select one or more of the suggestions and have the class write a plan (this might be in the form of a formal proposal) to obtain the desired action(s).

   (OPTIONAL: Present the proposal to the appropriate person or group.)
7. Hand out the reproducible activity called "How Do You Feel?" located on page 59 of this guidebook. This activity is designed to give the students insight into themselves. It is recommended, especially in a school setting, that the participants be told in advance that the information they put on their score sheets need not be shared with anyone. Discussion following the completion of the activity should be voluntary and general in nature—"Does diet seem to influence feelings? How about exercise? Self expression? Rest?"

   You may want to provide an opportunity for the students to fill in their score sheets each day in class.

### RESOURCES

The following resources are available to assist you in learning and teaching about this program topic:


1. Gaylin, W. *Feelings: Our Vital Signs.* New York: Harper and Row, 1979.

   (The book discusses and analyzes the "small passions" of daily life such as feeling anxious, guilty, ashamed, proud, upset, tired, bored, used, touched, and what it is people feel when they say they are "feeling good.")
2. Le Shan, E. *What Makes Me Feel This Way?* New York: MacMillan, 1972.

   (This is an informative and reassuring book for young people. It discusses frankly many of the feelings that people typically experience.)
3. Powell, J. *Why Am I Afraid To Tell You Who I Am?* Niles, Illinois: Argus Communications, 1969.

   (This is a discussion of self-awareness, interpersonal relationships, and growth as expressed through feelings. Chapter four presents healthy and unhealthy strategies for dealing with feelings.)
4. Shedd, C., ed. *You Are Somebody Special.* New York: McGraw-Hill, 1973.

   (This book is written in student language in conjunction with the Quest Program for adolescent mental health. Chapter two, "You and Your Feelings," covers such topics as depression, jealousy, freedom, inferiority, embarrassment, and confidence.)

# What Next?

## (Career Aspirations)

***Choosing one's life work is an ongoing process that is likely to include change.***

### PROGRAM SUMMARY

What comes after graduation? Harvey wishes he knew. Sam wishes he didn't. For years Sam has been groomed to take over the family bakery, but he does not want to be a baker. Despite his feelings, he assumes he has no options. Harvey, on the other hand, thinks he has too many choices. He is overwhelmed by the possibilities and unable to zero in on any one.

Sam has become a very good pastry chef, and Papa never suspects his real feelings about being a baker. When Papa becomes ill and is confined to bed, he leaves Sam in charge of the shop. Sam immediately hires Harvey. Harvey's success as a baker could launch him on a career and make it easier for Sam to get off the hook.

It quickly becomes clear that baking is not the career for Harvey. With the kitchen a shambles, Sam and Harvey begin to argue about whose fault the fiasco is. Papa comes in unexpectedly and overhears Harvey say, "He (Papa) is not going to keel over and die if you tell him you don't want to be a baker the rest of your life!" Papa is hit hard by this information and begins to think things over.

**BACKGROUND INFORMATION ABOUT THE TOPIC**

*One of the major concerns of adolescents is choosing a vocation.* One important reason for this concern is the need for money to support themselves in a style that they envision as necessary—a fine car, nice clothes, the latest in stereo and records. This is an extension of the existing pressure from peers, plus the expectation conveyed by society that young adults "come into their own" as consumers. A second important reason is the constant reminders from significant adults in their life that they better hurry and make a decision. Parents are often pressuring them to be successful. Teachers often mention that "soon you'll be on your own." *Adolescents are led to believe that they must make a decision soon, without a mistake, because a job is forever.* Is it any wonder that career choice is a stress factor for adolescents?

Those who study the world of work suggest that *four psychological periods make up the process of vocational choice.* The first of these is the *fantasy period.* This is a time when no qualifiers are placed on career choice. Individuals can be anything they choose, with no thoughts of ability, training, job requirements, or available opportunities. A person needs only to want to be an astronaut to believe that he or she can be one. During the second period, the *transition period,* individuals begin to consider conditions and demands. They first consider interests and later aptitude, personal values, and goals. The third period is called the *exploration period.* The person begins experimenting with and exploring different work settings. Finally, there is the *realistic phase.* Greater thought and effort is put into resolution of the vocational choice problem. Here people become more sensitive to opportunities and limitations. ("There are only two or three quarterbacks on the roster for each team in the NFL, and my throwing arm is not strong.") Individuals attempt to match personal qualifications and motives for work (high income, fun, etc.) with the requirements and conditions of the job.

Several major ideas appear significant for adolescents as they try to resolve the dilemma of "What will I be?":

1. *Most individuals do not make a single career choice.* There is movement from position to position within the career sequence. Even within the same vocational area there are shifts. For example, a person wants to be a teacher and is a good one. But often that person becomes a supervisor of teachers and ultimately an administrator. Each of these work roles has the common element of "involvement in education," but each requires quite different skills for success.
2. *The "reason for work" changes over time, and that may mean a change in vocation.* Most people would agree that early in their career choice money is a very important criterion. Adolescents are no different. As they work their way up the economic ladder—beginning as yard boys and baby sitters and moving on up—they are usually not motivated by the kind of work, but rather with maintaining the car or buying new clothes. The motivation is more dollars per hour. A recent national sampling found that, while wanting "more" is still an important criterion in work role selection, what constitutes "more" is changing. People now tend to want more psychological satisfaction from their work. They want more opportunities to learn and grow. They want more choice to exercise their talents and skills to the fullest. They want to accomplish something of worth. They want to find part, if not much, of their identity in their work.
3. Four rather critical questions must be considered by the individual who wants to have a vocation by choice rather than by chance. First, *what are the things I most enjoy doing and what skills do they require?* Next, *where or how would I like to use these skills?* Then, *how do I identify those places where I would be happy and most effective?* Finally, *how do I get hired there?*

*Ideally, vocation is an extension of the individual.* The choice of vocation is constantly subject to the same challenges as one's self concept. Individuals need the same flexibility with vocation that they must have to maintain self identity. Such an adaptation is like human growth itself, a lifelong process.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• To experience anxiety about a career is common to most people.<br>• One way to deal with this anxiety is to seek out more information about careers.<br>• It is helpful to discuss career aspirations with family, friends, and others whom you trust. | ACTION: As a result of this program, adolescent viewers may:<br>• Give more logical thought to career decisions.<br>• Further clarify personal talents, skills, and interests.<br>• Spend time finding out about a variety of jobs and work settings. |

# BEFORE THE PROGRAM

**SUGGESTED ACTIVITIES**

1. Ask the students to list the first three words that come to mind when they hear the word "career." Discuss what these words tell about their feelings.
2. Discuss the statement: "One person's work is another person's play." Pose these questions:
   - Do you think some people enjoy doing things for

play that other people consider work? Can you give some examples?

- What kind of leisure activities can you think of that some people do in their jobs?

**FOCUS ON THE PROGRAM**

Explain that this program is about the anxiety surrounding a choice of career. Ask students to look for Sam and Harvey's concerns about choosing a career.

## AFTER THE PROGRAM

**PROGRAM DISCUSSION QUESTIONS**

1. What did Sam and Harvey have in common about a choice of career? How were their situations different?
2. How do you feel about Sam's behavior? How do you feel about Harvey's behavior?
3. Do you think most people experience anxiety when choosing a career? Explain. In your opinion, what are some things that can be done to lessen anxiety in the career decision-making process?
4. Do you think it is better to prepare for a career when you are uncertain, or to make no decision? Explain.
5. In your opinion, what is a "wrong" or "mistaken" career decision and how can it be avoided?
6. Do you think that women and men work for basically the same reasons?
7. What do you think could be the greatest handicap to a person's finding a satisfying job?

**SUGGESTED ACTIVITIES**

1. Have the students write down five activities (anything) they would most like to be doing. Then have them list beside each activity what occupation(s) the activity is related to and what kind of training or education is required to work in that occupation. If the students are unable to match these activities with careers, have them seek out more information.
2. In small groups, have the students prepare an application form with questions they think should be included. Have the groups share and discuss their forms. Did a form ask for too much information? Too little information? Could any of the information requested be misused?
3. As a follow-up for activity two above, or as an independent activity, have the students conduct job interviews with each other, acting in employer-job applicant roles. After students have acted in one role, have them switch to the other. Point out that while in the job applicant role, the student should be outgoing and informative. Tell them to be as impersonal as they can in the role of the employer.
4. Have students prepare a profile of what they want out of life five years from now. Areas to be included in the profile are: a) family, b) where (geographically) they would like to be living, c) desired income per year, d) employment status (self-employed or working for someone else, working indoors or outdoors, supervising or being supervised), and e) job security.
5. Have the students write a short paragraph using the phrase below as a beginning. After they have finished, ask for volunteers to share what they have written.

   A successful person is . . . .
6. Ask the students to select a goal or a career that they think would be satisfying. Then have them answer the following questions:
   a. How will this choice affect my physical, emotional, social, spiritual, and intellectual well-being? If there appears to be a risk involved for any one of the above five dimensions, list steps that can be taken to reduce the risk.
   b. What strengths do I have that will make it easier for me to attain my goal?
   c. What weaknesses do I have that might interfere with my achieving this goal?
   d. What would be some of the tangible gains and losses? Some areas to consider are: pay, talents or interests, opportunities to use skills, working hours, working conditions, and job security.
7. Ask the students to study the life of a famous person of their choice. Then have them (orally or in writing) report how that person did or did not achieve self-fulfillment.
8. Have the students complete the reproducible activity "Choosing A Career" located on page 61.

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. "Choosing A Career: How Parents Can Help." *U.S. News and World Report*, 24 September 1979, pp. 80-83.
   (This is an interview with Dean Hummel, Virginia Polytechnic Institute and State University. It suggests that cues appear early indicating whether persons are "people oriented" or "things oriented" and that people can pick the right job without "trial and error" if they get proper help when young.)
2. Janis, I., and Wheeler, D. "Thinking About Career Choices." *Psychology Today*, May 1978, pp. 67-76, 121-22.
   (This article explains how the stress of making crucial choices can often impair one's judgment and how to obtain help in making career decisions.)
3. Laramore, D. *Careers: A Guide for Parents and Counselors*. Provo, Utah: Brigham Young University Press, 1978.
   (This book is based on a series of exercises designed to help people of all ages choose a career through an understanding of self.)
4. Renwick, P., and Lawler, E. "What You Really Want From Your Job." *Psychology Today*, May 1978, pp. 53-65, 118.
   (This article covers a survey on attitudes about work from 23,000 people who responded to a series of questions.)

# Alternate Route

***During adolescence, new thinking skills emerge that help people solve problems.***

## PROGRAM SUMMARY

Kate and Lisa are running late again. Their boss has said that if they're late once more for their summer jobs at the lodge, he'll fire them. Kate, who tends to be thoughtful and serious, tries to hurry Lisa to the car for the hour's drive.

Lisa is not one to plan ahead. She takes her time, flirting with two men who are trying to pick them up. As the girls drive away, the men, who are drinking, jump in their pick-up truck and follow. When the truck almost runs Lisa's car off the road, she turns it around and heads the other way. Then she impulsively takes off on a country road, saying she's pretty sure it leads to the lodge.

Soon they have a flat. Kate says they must fix it, and Lisa confesses that she hasn't bothered to have her spare repaired. At that moment the truck pulls up and the men get out. Kate thinks they might help, but Lisa is scared and runs. Kate follows and the men chase them. After aimlessly charging around the woods, Lisa heads into a stream, and Kate says she's not following her any longer. She says that Lisa's impulsiveness has gotten them into this mess: "You never stop to think! You just go!" The two girls part angrily.

At a ramshackled house in the woods, Kate knocks, and to her horror, the pursuers grab her and pull her inside. They have broken into the house. Lisa has fortunately followed. This time she uses her head to devise a plan *before* she acts. She distracts the men by screaming. They run outside right into a booby trap she has set. She helps Kate climb through a back window, and the two escape in the men's truck.

Later the girls talk about how at the end of their adventure things had reversed. Kate acted impulsively by knocking on the door of the shack, but Lisa took time to consider alternatives and consequences.

## BACKGROUND INFORMATION ABOUT THE TOPIC

*During adolescence, new cognitive skills emerge* that are characterized by greater ability to think *abstractly*, to generate and evaluate hypotheses, and to consider the logical consequences of actions. *These mental abilities help people solve problems.* Often, however, the adolescents who practice such thought processes become victims of ridicule by their peers. In an effort to conform, they may downplay their intellectual powers, especially in the classroom.

We must illustrate the importance of thinking in the processes of learning, problem-solving, and decision-making. A true sense of who one is can only occur when one has learned to collect a wide range of information, to evaluate it carefully, and then to make decisions based upon such thought.

Students need to learn more than a collection of facts. They need to know how to think, and we can help them.

1. We must *present vital and controversial ideas* along with a wide range of possibilities and alternatives so that youth become intrigued with thought-provoking issues.
2. We must help students learn how to *think flexibly and creatively.*
3. Students must learn to *generalize from data* and to *group ideas in meaningful clusters.* We can help by accepting students' ideas as well as challenging them. We must allow for speculation, search, and discovery. We must be wary of the "right way," the "one right answer." We must tolerate the educated guess.
4. We must guide students in forming ideas of what might be by helping them *generate models and theories* to explain behavior.
5. We must help students learn ways to *test hypotheses* and to *make critical judgments.*
6. We must help students realize that at some point they will have to make a decision and take a stand. *Students need to see that thinking things through, making decisions carefully, and having ethical concerns about the consequences of their decisions are important coping devices.* While it may be easier to avoid the hard work of thinking through a problem, thought and reason are vital tools for healthy adaptation.

| OUTCOMES | |
|---|---|
| KNOWLEDGE: Following this program, adolescent viewers should understand that:<br>• In adolescence, new cognitive skills emerge that are characterized by greater ability to think abstractly, greater ability to generate and evaluate hypotheses, and greater ability to consider the logical consequences of actions.<br>• These mental abilities help people solve problems.<br>• Thinking through a problem has important advantages. | ACTION: As a result of this program, adolescent viewers may:<br>• Be more thoughtful.<br>• Develop new techniques for solving problems. |

# BEFORE THE PROGRAM

### SUGGESTED ACTIVITIES

1. Have a class discussion on the topic of thinking, emphasizing the following points:
   - In adolescence, new cognitive skills emerge that are characterized by greater ability to think abstractly, greater ability to generate and evaluate hypotheses, and greater ability to consider the logical consequences of actions.
   - These mental abilities help people solve problems.
   - Thinking through a problem has important advantages.
2. Have the students debate the following statement: "Imagination is more important than knowledge." Following the debate, inform the students that the statement is a quotation by Albert Einstein.

### FOCUS ON THE PROGRAM

Explain that this program is about *thinking.* Ask the students to look for how the program emphasizes the importance of thinking through a problem.

# AFTER THE PROGRAM

### PROGRAM DISCUSSION QUESTIONS

1. What were some of the feelings that you had during the program?
2. How do you feel about Lisa's behavior? How do you feel about Kate's behavior?
3. Do you think Lisa's impulsiveness is typical of people her age? Do you feel that girls tend to act more impulsively than boys? Explain.
4. In your opinion, what are some of the reasons that people do not think through a problem and consider

the logical consequences of their behavior before acting? What are some steps that people can take to help control their behavior?

5. What specific things do you feel schools and teachers can do to promote responsible behavior?

**SUGGESTED ACTIVITIES**

1. Have the students complete the reproducible activity "Thinking It Through" located on page 63.
2. Have students debate the pros and cons of required schooling.
3. Have the students, in small groups, discuss the reasons why their decisions (even important ones) are often based more on emotions than on logical thought processes. Ask each group to make up a list of ways (or steps) to prevent this. Have the groups share their lists.
4. Challenge each student to develop and then implement a plan for improving his or her lifestyle. Suggested steps might be:
   - Think of specific personal behaviors that, if modified or changed, would improve your lifestyle. (Examples are eating practices, tobacco or alcohol habits, exercising, study habits, leisure activities.)
   - Decide upon *one* behavior that could realistically be changed and that you are willing to change.
   - List specific steps that must be taken to change the behavior. (Example: "Set the alarm clock to go off one-half hour early so that I can have time to jog.")
   - Implement the plan for one week.
   - Evaluate the plan. Are you pleased with all of the steps in the plan? Are there any changes that need to be made?

**RESOURCES**

The following resources are available to assist you in learning and teaching about this program topic:


1. Berzonsky, M. "Formal Reasoning in Adolescence: An Alternate View." *Adolescence*, 1978, 13:50, pp. 279-90.
   (This article explains recent research suggesting that all adolescents do not develop complete formal reasoning—at least in all situations.)
2. Ewing, D. "Discovering Your Problem Solving Style." *Psychology Today*, December 1977, pp. 69-73, 138.
   (This article suggests that each of us has a style for solving problems and that it is important to know what it is and how to fit it to the occasion. It differentiates between systematic thinkers and intuitive thinkers.)
3. Holton, G. "What Precisely is 'Thinking'? Einstein's Answer." *The Physics Teacher*, March 1979, pp. 157-164.
   (Einstein stated, "The essential of man lies precisely in what he thinks and how he thinks, not in what he does or suffers." The message is to think and act with courage, independence, and imagination.)
4. Newman, B. and Newman P. *An Introduction to the Psychology of Adolescence*. Homewood, Ill.: The Dorsey Press, 1979.
   (This book provides an in-depth look at the adolescent with emphasis on the competencies that adolescents acquire, the social settings in which adolescents participate, and the challenges they face. Chapter five focuses on cognitive development in early adolescence, and chapter nine on cognitive development in later adolescence.)

**Student Activity**
For use before the series.

## ON THE LEVEL . . . Getting Started

The twelve program topics of the "On the Level" series are listed below. Take time to think about each of these topics in relation to yourself. Then rank each topic according to the importance it has in your life. For example, "Accepting Feelings" is a program about understanding your feelings and expressing your feelings to others. How much of a concern is this to you? If this often presents a problem for you, you would rank this topic accordingly. The number one (1) should be placed beside the topic that is of most concern to you. The number twelve (12) would be placed beside the topic of least concern to you.

After you have finished ranking the topics, write beside the topic any particular question, concern, or issue you would like to see included in the discussion of that topic.

_____ Dealing With Conflict

_____ Changing Family Relationships

_____ Developing Self-Concept

_____ Coping With Stress

_____ Peer Group Membership

_____ Friendship

_____ Love

_____ Prejudice

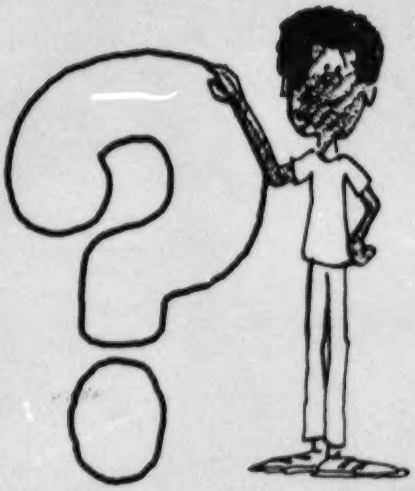
_____ Alone vs. Lonely

_____ Accepting Feelings

_____ Career Aspirations

_____ Thinking

**Student Activity**
For use with *Face to Face* (Dealing With Conflict).



## How Do *You* Handle Conflict?*

How do you usually handle conflict situations?

On the following pages are statements describing possible responses to conflict situations. Read each statement. Then circle the number on the scale below the statement that *most closely* describes your behavior.

| Scale: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | never | rarely | sometimes | often | always |

**EXAMPLE:**

I think conflict is uncomfortable.

never 1 2 3 4 5 always

If you always find conflict uncomfortable, you would circle the number 5.

never 1 2 3 4 (5) always

1. When strong conflict occurs, I prefer to leave the situation.

   never 1 2 3 4 5 always

2. I feel very comfortable about taking a conflict between a friend and me to a third person.

   never 1 2 3 4 5 always

3. I try to find a compromise when a conflict occurs.

   never 1 2 3 4 5 always

4. I find conflict exciting and challenging.

   never 1 2 3 4 5 always

5. I tend to concentrate on the problem and the issues in a conflict, rather than on the other person.

   never 1 2 3 4 5 always

*This activity was developed especially for the "On the Level" project by Dr. Ross Van Ness, Professor of Continuing Education, Ball State University, Muncie, Indiana.



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6. When conflict occurs, I act as though there is no real problem and try to "get along."
   never 1 2 3 4 5 always

7. I prefer to have a third person help solve a conflict between a friend and me.
   never 1 2 3 4 5 always

8. I'm willing to "give" a little if the other person in a dispute is also willing to give on some things.
   never 1 2 3 4 5 always

9. It's important that I win, even if the problem or issue in a disagreement is not really important to me.
   never 1 2 3 4 5 always

10. I search for a solution to conflict that both the other person and I can find acceptable.
    never 1 2 3 4 5 always

11. I would quit a job if many conflicts occurred daily.
    never 1 2 3 4 5 always

12. It's easier to have an outsider settle a dispute than to argue it out alone with another person.
    never 1 2 3 4 5 always

13. I like to find what each person wants most strongly, then work for a point in the middle.
    never 1 2 3 4 5 always

14. I hate to lose or *not* get my own way.
    never 1 2 3 4 5 always

15. I like to look at lots of possibilities and options before trying to find a solution to a conflict.
    never 1 2 3 4 5 always

16. When conflict occurs, I prefer to get out of the situation, rather than work to resolve the conflict.
    never 1 2 3 4 5 always

17. I like to take disagreements to someone who has authority and have that person make a ruling.
    never 1 2 3 4 5 always

18. I believe resolving conflict requires that each person give up something.
    never 1 2 3 4 5 always

19. When someone tries to get me to back down or give in during a conflict, that makes me hold my position more strongly.

never 1 2 3 4 5 always

20. When I especially need to have my plan accepted or when an issue is very important to me, I tell the person with whom I am in conflict.

never 1 2 3 4 5 always

21. I prefer to walk away from conflict if there is strong personal disagreement.

never 1 2 3 4 5 always

22. I prefer to have a counselor decide for two people in conflict, not just ask the two people to listen to each other.

never 1 2 3 4 5 always

23. I believe working out a middle-of-the-road agreement is best, even if both people are still somewhat unhappy about not getting their way completely.

never 1 2 3 4 5 always

24. When I work to resolve a conflict, I work to win.

never 1 2 3 4 5 always

25. I consider the other person's preference as well as my own and work to find a solution both of us can live with.

never 1 2 3 4 5 always

26. I prefer to let conflicts "work themselves out."

never 1 2 3 4 5 always

27. I believe it is important to get the opinion of a friend when I am in conflict with someone.

never 1 2 3 4 5 always

28. It's O.K. to give up some things if the other person gives up something too.

never 1 2 3 4 5 always

29. I believe settling a conflict with another person is no different from competing in sports—the goal is to win.

never 1 2 3 4 5 always

30. I believe a conflict is really a problem not a contest; therefore the goal is to find a solution both people can live with, not to "beat" the other person.

never 1 2 3 4 5 always

The numbers listed below refer to the statements that you have just responded to. Write down the number you circled on the scale for each statement.

| | | | | |
|---|---|---|---|---|
| 1_____ | 2_____ | 3_____ | 4_____ | 5_____ |
| 6_____ | 7_____ | 8_____ | 9_____ | 10_____ |
| 11_____ | 12_____ | 13_____ | 14_____ | 15_____ |
| 16_____ | 17_____ | 18_____ | 19_____ | 20_____ |
| 21_____ | 22_____ | 23_____ | 24_____ | 25_____ |
| 26_____ | 27_____ | 28_____ | 29_____ | 30._____ |

| Total Scores, each column | A_____ Withdrawing-Avoiding | B_____ Going to a Third Person | C_____ Compromise | D_____ Win-Lose | E_____ Win-Win or Problem-Solving |
|---|---|---|---|---|---|

Total scores for each column can range from 6 to 30.

List the letters and total scores from the highest down to the lowest.

| Letter | Total Score | |
|---|---|---|
| _____ | _____ | Highest |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | Lowest |

The total scores indicate which ways of handling conflict you use most. If two or more scores are close together (for example, compromise 30 and withdrawing-avoiding 28) you tend to use those methods about the same amount of the time.

| If your total score is | You tend to use this method |
|---|---|
| 26-30 | a great deal |
| 21-25 | often |
| 16-20 | sometimes |
| 11-15 | occasionally |
| 6-10 | once in a while |

A. Withdrawing-Avoiding—handling conflict by getting away from it or ignoring it. This includes giving in quickly to avoid unpleasantness; pretending there is no conflict; moving out of the situation by quitting, breaking the relationship, or physically moving. Withdrawing may be helpful if the problem is not important to you, or if it is not a good time to discuss the disagreement. Withdrawing usually means the other person wins.

B. Going to a Third Person—having a third person listen to both sides of a conflict and then help settle it. Many times third persons are not fair. A third person can be useful if he or she helps the two people in conflict see each other's points of view. The success of this method depends on an unbiased third person and on whether the two people in conflict will follow what the third person recommends.

C. Compromise—finding a solution that allows each person to win something. Both persons may be somewhat disappointed, and yet each has the satisfaction of getting part of what he or she wanted. Most conflicts have more than two solutions, and many possibilities should be discussed before a compromise is made.

D. Win-Lose—holding out for your point of view or working to get the other person to give in. This is a high-risk method because you tend to win completely or lose completely. If the other person insists on trying to win totally, you have little choice but to use win-lose, unless you can get the other person to change methods.

E. Win-Win or Problem-Solving—looking at conflict as a problem and searching for a solution or plan that both persons feel good about. This method may end in a compromise, but usually not until after many solutions are discussed. The spotlight is on the problem, not on the personalities of the people in conflict. If personalities *are* the problem, then they are discussed openly, along with how each person needs to behave differently to resolve or reduce the conflict.

No one method is right or wrong. The "best" method depends on the situation. Many people tend to "jump" to one method and to ignore the other methods. It is helpful to ask yourself how important the conflict really is; what each method will cost in terms of energy, friendship, or trust; and what the probable outcome will be for the other person and for you if you win, lose, or compromise.

To sum it up: how well a conflict is handled depends upon using the *right* skill at the *right* time in the *right* way!

ON THE LEVEL **Student Activity**

For use with *Daddy's Girl* (Changing Family Relationships).

## FROM GENERATION TO GENERATION

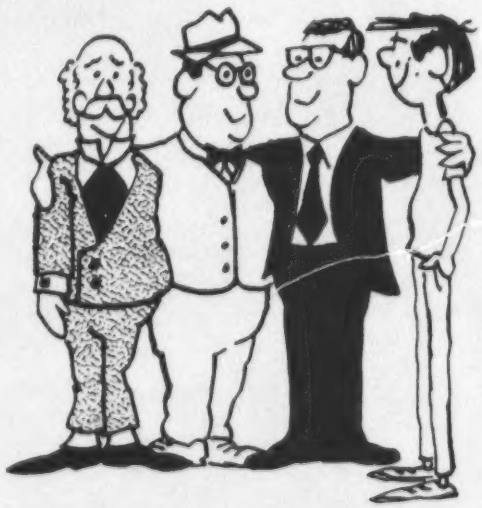
Using the questions below, conduct a survey among people from three different generations. The three generations of people (for example a grandparent, a parent, and a teenager) do not have to belong to the same family.

Try to get an equal number of responses from persons of each generation. Keep a separate record for each age group.

QUESTIONS

1. What were the major concerns that you or people your age had between the ages of fourteen and seventeen?
2. What factors do you feel are most important for a happy family life?
3. What are the problems that usually have to be solved between parents and teenagers?
4. What general advice would you give to the parents of a teenager?
5. What general advice would you give to someone entering the teen years?

Examine the results of your survey. In what way are the answers from each generation alike? What are the major differences? What are your conclusions? Do you think the results of your survey are typical? Why or why not?



ON THE LEVEL **Student Activity**

For use with *Who Am I?* (Developing Self-Concept).

## HOW DO YOU SEE YOURSELF?

ANSWER THE FOLLOWING ITEMS TRUE OR FALSE.

1. _____ I am usually able to express feelings that I wish to express.
2. _____ It is often difficult for me to control my feelings.
3. _____ I am more likely to face a conflict situation than to avoid it.
4. _____ I often do things that I shouldn't to keep people from getting upset with me.
5. _____ I feel that I am working out an adult relationship with my parent(s).
6. _____ I resent being told what to do.
7. _____ I feel good about myself.
8. _____ I often feel a need to prove myself to others.
9. _____ I freely ask for help when I need it.
10. _____ At present, I am feeling pressure from different situations.
11. _____ My friends mean a lot to me.
12. _____ I do not make friends easily.
13. _____ I set limits on the demands that my friends make on me.
14. _____ I am not accepted by the group that I want to be accepted by.
15. _____ I express my love for others in a lot of different ways.
16. _____ I don't really know what "love" is.
17. _____ I don't expect everybody to like me.
18. _____ I feel unworthy when others don't like me.
19. _____ I value my time alone.
20. _____ I feel lonely a lot of the time.
21. _____ I feel I will find a job or a career that I will like.
22. _____ I worry about what kind of job I will have.
23. _____ I feel that I think through my problems as they arise.
24. _____ I have a difficult time making decisions.

ON THE LEVEL **Student Activity**

For use with *Journey Through Stress* (Coping With Stress).

## LOOK AT THE ALTERNATIVES!

Stress is very often caused by frustration. Frustration is very often a result of not being able to do something that you want to do. One way to cope with such a situation is to find a good second choice to take the place of what you want to do. But . . . how do you find the best alternative?

First, it is important to understand *why* you desire to do whatever it is you want to do. Then it is a matter of finding out what else will give you the same (or close to the same) rewards.

Think of something that you want to do, but that seems impossible. Then complete the following items:

1. What is it that you want to do? For example, "to buy a car."

   Answer: _____

   _____

   _____

2. Why do you want to do it? Take time to think about this. Name as many specific reasons (or rewards) as you can. For example, "So I can have transportation to get to a job," "To drive myself and my friends around," "To feel important," "To have fun."

   Answer: _____

   _____

   _____

3. What is keeping you from doing it? Example may be "Not enough money."

   Answer: _____

   _____

   _____

4. Can the reason(s) listed in number 3 be overcome in an acceptable way? If "yes," how?

   Answer: _____

   _____

   _____

5. If the answer to number 4 is "no," make a list of other ways that each reward stated in number 2 can be obtained. For example, if one of your reasons (rewards) was to have transportation to get to a job, list other possible ways to get to a job. For example, take a bus, or pay a friend to drive you to work.

   Answer: _____

   _____

   _____

6. CHOOSE THE BEST ALTERNATIVE. Which activity listed under number 5 would be the most enjoyable, and give you all the rewards (listed in number 2) as the item you wrote in number 1? If there is none, which activity would come closest in helping you reach your goal? Is there a combination of activities that would help you get all the rewards?

   Answer(s): _____

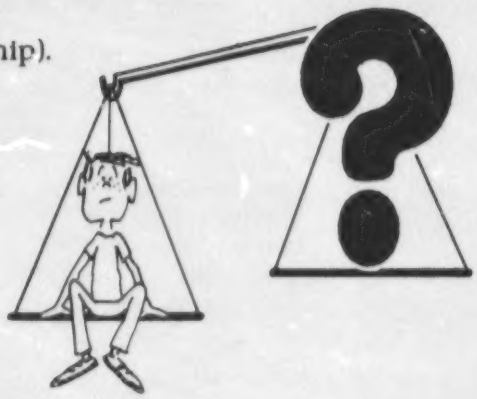
   _____

   _____

   - Which of the above alternatives do you feel is the best one for you? Why?

ON THE LEVEL **Student Activity**

For use with *Surrounded* (Peer Group Membership).



## BALANCING

It is important to know how to balance the need for being yourself and being accepted by the people who are important to you. In deciding whether it is best to "be yourself" or to go along with what others want you to do, you may find it helpful to consider the following: 1) How does this fit in with my values or priorities?, 2) What limits do I need to set?, 3) How can the person(s) involved help me with my personal needs?

To practice the above decision-making process, think of a social situation that you are facing right now, or one that you may face in the near future. (For example, your parents set an 11:00 curfew for you, but all your friends are staying out until midnight and pressure you to stay out too. You must decide whether to stay out late with your friends or obey your parents.) Then, follow the steps below:

1. *State* the social situation. _____

_____

2. *List* in a column, values or priorities you have that may be affected by your decision. (For example, to get good grades; to keep healthy; to have fun; to be honest; to do well in a sport; to be with friends.)

| Rank | Values or priorities |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. Now go back and *rank* your values or priorities according to their importance to you. Place the number 1 to the left of the item that is most important to you, the number 2 beside the next most important item, and so on.

4. List as many possible decisions or ways of handling the situation as you can think of.

_____

_____

_____

5. *Review* your values again. Consider the possible effects that each way you decide to handle the situation would have on your values or priorities.

6. Note which values or priorities would be helped and which would be hurt by each of the ways that the situation could be handled. _____

_____

_____

_____

_____

7. The last question to answer is "How can the person(s) involved in this situation help me regarding this matter?" _____

_____

_____

_____

_____

8. Finally, complete this statement: It would be best for me to _____

_____

_____

_____

because _____

_____

_____

_____

In explaining your decision, include as many facts as you can from the information you have written on this paper.

**Student Activity**

For use with *A Little Help From My Friends* (Friendship).

## FRIENDS

Using the question below, survey people of different ages about the qualities of a good friend. Try to get an equal number of responses from persons in each of the following age groups: 6-11 years; 12-17 years; 18-25 years; 26-50 years; more than 50 years. Use the chart below to keep a record of their responses.

QUESTION: What three (3) qualities are most important to you in a good friend?

| 6-11 years | 12-17 years | 18-25 years | 26-50 years | more than 50 years |
|---|---|---|---|---|
| | | | | |

Write a summary of the results of your survey. Include in the summary the answers to the following questions: What quality was mentioned most often? What is your interpretation of the similarities and differences among the age groups? What are your conclusions?

ON THE LEVEL **Student Activity**
For use with *Getting Together* (Love).

## WHAT IS THIS THING CALLED LOVE?

A love relationship involves one's total being—a person's physical, emotional, intellectual, social, and spiritual dimensions. For example, love affects one physically in that love is . . . *exciting;* socially, love is . . . *accepting;* intellectually, love is . . . *communicating;* spiritually, love is . . . *loyalty;* emotionally, love is . . . *happiness.*

In the heart below, see how many words you can find that describe what love is. Words run in all directions, left to right, right to left, top to bottom, bottom to top, and diagonally. Circle them as you find them.

```
          A F G K P Y X                 K O F L F G
        S L G B C N E P O W N         S R V T T O P S C G
      Q H J M V W P I L G Q D R     L M D Q C R S T Y X P L
    S F A I T H T Y X D O J E I M   B F J N V E W O K G G C D H
    N S V L E M W P S C N A T U R A L H S T L V P G B A E M A I U
    D H B Q N P P K J K M A Q O A R A S C U E X S H A R I N G N O
    Q L F H D H L E L N B C T B W A E D V R W H E Y P B O M E Q A
    R P J K E P O H I O A D C S A D R T E L C A R I N G Z U L Z R
    S X N U R K V M H G F E N Z R B R W X B A P N A Q S V T E B Y
    T W R P S S E L K J I D Q E C E F Q H K M P B A L W A Y S X S
    Y T B H I J L O G A D R C M L G D C Z L H I G D B R V S S Y T
      C V G J O Y F U L U E J I K F J N Y G R N H I F U M W A J
      J H E I D F L F I I T T Y E C D J U X I E I G V P Z T W X
        A J V K W E S V W S R Q H K U E F T O S G K R I G H T
        A F S I Z B I E X C I T I N G T A F B S J S W T N L S
          R G V J N N F G H B G D H N C I G W K F V K J F G
            E F G N I V I G R O F E I J H N J E L U O L R
              J S I A M C D E F I N T G N I G N O L A F
                F C M B R X N T U X P K L L R M D T K
                  E L E O R A M G A E S G L Y S N P
                  M N O P P M F N Y C F T I Q C O M
                    J G D O B Z I Z C U E F R P B
                      U C Q J Y T L A Y O L U A
                        N X A E S W E D V U D
                          B O L U C R W C F
                            J P R K O B X
                            K Q T D A Y H
                              H E G Z L
                                C F P
                                  X
```

ON THE LEVEL **Student Activity**
For use with *Side by Side* (Prejudice).

## PREJUDICED—WHO ME?

Most, if not all, people have some prejudice. Prejudice may be directed toward the old, the young, women, men, the rich, the poor, or groups of any kind.

Take time now to think about your attitudes and behaviors toward others. Underline the words in each of the nine statements below that will make the statement read correctly for *you*. Then answer the questions at the end of this page.

1. I (do) (do not) tend to judge people by their appearances.
2. I (do) (do not) have a close friend of another race.
3. I (can) (cannot) easily recall a time when I "stood up" for someone I thought was being discriminated against.
4. I (do) (do not) believe age should be a major factor in determining a person's entry and exit to the job market.
5. I (would) (would not) marry for money and prestige.
6. I (have) (have not) recently enjoyed eating a meal with a person of another race.
7. A person's reputation (is) (is not) usually a key factor in forming my opinion of that individual.
8. I (can) (cannot) think of at least one group of people that I fear.
9. I (seldom) (usually) use slang terms when talking about people of another race, religion, or nationality.

What statements can you add that will show a clearer picture of your attitudes or behaviors toward others?

_____

_____

_____

Write a brief statement describing your attitudes and behaviors toward others.

_____

_____

_____

_____

ON THE LEVEL **Student Activity**
For use with *Solo* (Alone vs. Lonely).

## ALONE BUT NOT LONELY

Time spent alone is more likely to be enjoyable and beneficial if you plan for it. Have you ever thought how you would handle being alone for a long period of time? (If you can plan for a long period of time alone, handling a short period should be easy!)

Imagine that you are going to spend two weeks alone. How would you choose to spend your time? Consider the following:

1. List projects or hobbies that you might start (or expand on). Assume that you will have no problem getting the necessary supplies or materials. _____

2. What kind of a *physical* health program could you begin that would be of most help to *you*? _____

3. What might you do that could improve your *emotional* health? _____

4. How might you improve your *spiritual* well-being? _____

5. How might you spend time in a way that will help you to grow *intellectually*? _____

6. What could you spend time doing that would help you to achieve one of your *goals* in life? _____

7. What could you do that would help you to *understand yourself* better? _____

8. What other things could you *enjoy* doing alone? _____

ON THE LEVEL **Student Activity**

For use with *Behind the Scenes* (Accepting Feelings).

## HOW DO YOU FEEL?

How do you feel right now? Do you know why?

Use the Feelings score sheet to help you learn more about your feelings. Shown on the score sheet are some items that are likely to affect the way you feel. Space is provided for you to record your feelings several times for several days.

To fill out the Feelings score sheet:

1. Record the date and time of day. You may record information for different times of the same date.
2. Under "How Do You Feel?", use a scale of 0 through 10 to describe how you feel. For example, a "0" would show you feel "poorly," a "5" that you feel "O.K.," and a "10" that you feel "great." The numbers between 0 and 5 and 10 would show how closely you feel to "poorly," "O.K." or "great."
3. In the space marked "Other," add any other items that usually influence how you feel. For example, these items could be medicine you are taking, the weather, spiritual experiences, pain, or time spent alone.
4. You may use the space provided under "Notes" to describe more fully how you are feeling, e.g., happy, sad, angry, tired, proud. You may also want to make a note of any special experience that you think may have caused the feeling. If more space is needed for your notes, use the back of the paper.

After you have completed the score sheet, finish this statement.

To feel better, I should _____

_____

_____

_____

_____

_____

_____

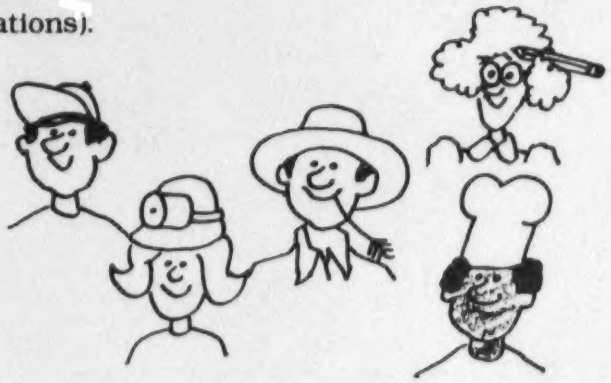
_____

**Student Activity**
For use with *Behind the Scenes* (Accepting Feelings).

SCORE SHEET
**FEELINGS**

| | Example: Date: 5/7 Time: 8:30 a.m. | Date: Time: | Date: Time: | Date: Time: | Date: Time: | Date: Time: |
|---|---|---|---|---|---|---|
| How do you feel?<br>poor great<br>0–+–+–+–+–+–+–+–+–10 | 2 | | | | | |
| DIET:<br>Have you skipped any meals? | Yes | | | | | |
| EXERCISE:<br>Have you taken part in any physical activities so far today? | No | | | | | |
| SELF-EXPRESSION:<br>A. Recently, have you been able to express those feelings that you wanted to express? | Yes | | | | | |
| B. Recently, have you been able to control those feelings you did not want to express? | No | | | | | |
| REST:<br>Did you get enough sleep? | Yes | | | | | |
| OTHER:<br>What other items influence how you feel? | I am taking allergy pills. They make me sleepy. | | | | | |
| Notes: Describe more fully how you are feeling; note any experiences that may be the cause. | I was angry at my best friend. We had a fight. | | | | | |

**Student Activity**
For use with *What Next?* (Career Aspirations).



## CHOOSING A CAREER

When choosing a career or a job, a person usually goes through the following career-choice stages:

1. *Imagining* desired careers.
2. *Identifying* one's skills, talents, and interests.
3. *Experimenting* with and exploring different work settings.
4. *Defining* the realities of the career (for example, kind of training and education required, hazards of the job, and salary).

To help you understand which of these four stages you are in, fill out the chart below.

| 1. Imagining | 2. Identifying |
|---|---|
| List the career(s) or job(s) for which you have had a desire. It may be a job that you imagined when you were younger, or one(s) that you now want to have. | List your skills, talents, and interests. |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| 3. Experimenting | 4. Defining |
|---|---|
| List the jobs you have had or that you feel you have explored fully (talked with persons who have that kind of job, visited the work area, etc.). Underline the job(s) that you would like to have as a career, if any. | Is there a career that you have decided you would like to try, and that you feel you can succeed in? If so, list as many facts as you can about that career, such as the kind of training or education that is necessary, salary, hazards, opportunities for you to use your skills, talents, or interests, etc. |

How many sections of the chart were you able to do? On the list of career-choice stages at the top of the activity, circle the highest number you were able to complete in the chart. For example, if you did the first section *only*, circle 1 in the list of career-choice stages. If you did all four sections, circle 4 on the list. The highest number you can circle tells you what stage you are in right now.

ON THE LEVEL **Student Activity**
For use with *Alternate Route* (Thinking).

## THINKING IT THROUGH

How do you solve those really tough problems in life? Do you have a definite way of going about finding the best answer?

It is a good idea to have ready a set of steps to follow when you try to find a solution for a difficult problem. With a plan of action, you will be more likely to find the best answer.

Think of a problem that you are facing right now or one that you may have to face in the near future. Then try using the steps listed below to help you solve the problem.

1. STATE THE PROBLEM. In a few sentences explain what the problem is.

2. INVENT POSSIBLE SOLUTIONS. Use your imagination. Think of as many solutions as you can. Don't rule anything out as "impossible." The goal here is to come up with as many ideas as possible. Write them all down.

3. LOOK FOR HELP. Ask yourself, "Where can I get help in solving this problem?" Some ways of getting help might include talking your problem over with a friend, parent, or counselor; reading a book; or having information mailed to you. Write down the new ideas that you gather.

4. CHECK OUT THE POSSIBLE SOLUTIONS. Think about the advantages and disadvantages of each solution. Which are more important, the advantages or the disadvantages? Is there a sure reason why a solution won't work? Is the solution fair to all concerned? Jot down notes about the various solutions. Take time to think through the consequences of each. Failure to check out the solutions could keep you from ending up with a good one.

5. DECIDE ON THE BEST SOLUTION. Usually when all the facts are considered, one solution stands out as best. Write down the solution.

6. CHECK OUT THE RESULTS. After you carry out your decision, check out the results. What are the positive outcomes? What are the negative outcomes? Are you generally pleased with the solution? If you were starting over with this problem, what would you do differently?

# RESOURCE GUIDE

This resource guide was developed to assist you in obtaining information and materials on topics covered in the series.

## Canada

Addiction Research Foundation
33 Russell Street
Toronto, Ontario M5S 2S1

Agriculture Canada Information Services
Sir John Carling Bldg., Carling Ave.
Ottawa, Ontario
K1A 0C5

Canadian Cancer Society
77 Bloo Street W. Ste 401
Toronto, Ontario M5S 2V7

Canadian Council on Smoking and Health
725 Churchill Avenue
Ottawa, Ontario K1Z 5G7

Canadian Dental Association
234 St. George Street
Toronto, Ontario M5R 2P2

Canadian Dietetic Association
Central Office, 7 Pleasant Blvd. Ste. 214
Toronto, Ontario M4T 1K2

Canadian Heart Foundation
Ste. 1200, 1 Nicholas Street.
Ottawa, Ontario K1N 7B7

Canadian Lung Association
75 Albert Street #908
Ottawa, Ontario K1P 5E7

Canadian Mental Health Association
2160 Yonge Street
Toronto, Ontario M4S 2Z3

Canadian Safety Council
1765 Laurent Blvd.
Ottawa, Ontario K1G 3V4

Department of Consumer & Corporate Affairs
Consumer Services, Place du Portage
Ottawa-Hull, Ontario K1A 0C9

Health League of Canada
Room 204, 76 Avenue Road
Toronto, Ontario M5R 2H1

Information Directorate
Department of National Health and Welfare
Brooke Claxton Building
Ottawa, Ontario K1A 0K9

Sex Information and Education Council
of Canada
423 Castlefield Avenue
Toronto, Ontario M5N 1L4

St. John Ambulance
Box 388 Terminal A
Ottawa, Ontario K1N 8V4

The Canadian provinces also have service agencies that offer information and assistance. For example, Canadian Mental Health Association, #20113, 10711-107 Avenue, Edmonton, Alberta.

## United States

*Alcoholics Anonymous
P.O. Box 459
Grand Central Station
New York, New York 10017

*Al-Anon Family Group Headquarters, Inc.
P.O. Box 182, Madison Square Gardens
New York, New York 10010

*American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

*Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

Family Service Association of America
44 East 23rd Street
New York, New York 10017

Mental Health Materials Center
419 Park Avenue South
New York, New York 10016

*National Association for Mental Health
1800 North Kent Street
Arlington, Virginia 22209

*National Conference of Christians and Jews
43 West 57th Street
New York, New York 10019

National Council on Alcoholism, Inc.
733 Third Avenue
New York, New York 10017

*Contact local chapter

*The National Foundation March of Dimes
P.O. Box 2000
White Plains, New York 10602

Public Affairs Committee, Inc.
381 Park Avenue South
New York, New York 10016

U.S. Department of Health and Human Services:

National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852

National Clearinghouse for
Mental Health Information
5600 Fishers Lane
Rockville, Maryland 20857

National Clearinghouse on Drug Abuse Information
5600 Fishers Lane, Room 10A56
Rockville, Maryland 20857

In addition, all states and counties have agencies to assist people who need help with the types of problems explored in "On the Level." In each locale, however, these services may be listed under different titles. Look in the white pages of the telephone directory under state government and county government. (For example, "Indiana State of" and "Monroe County.") There will be such headings as:

- Department of Human Resources
- Department of Family Services
- Department of Human Services
- Department of Mental Health
- Family and Children Services
- Youth Services

## 'ON THE LEVEL' RELATED MATERIALS

*Student Activities*

Related activities for duplication and distribution to students. These activities can be used for extended group sessions or for students on their own.

*Workshop Materials*

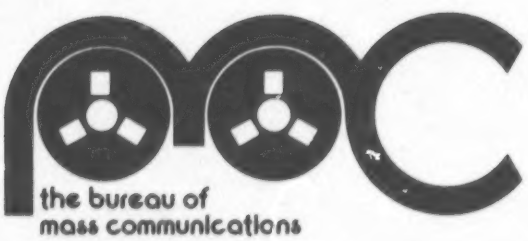
Teacher/leader training workshop materials. These provide detailed plans for workshops on the use of "On the Level."

*A Handbook*

*Secondary School Video: A Facilitator's Guide.* This is a handbook on the use of television in secondary classrooms.

For information about these related materials, write to the consortium agency for your state or province (see inside front cover) or to:

Agency for Instructional Television
Box A
Bloomington, Indiana 47402
Phone: 812/339-2203




For ordering procedures, contact the following:

New York State Education Department
Bureau of Mass Communications
Media Duplication and Distribution Service
Albany, NY 12230